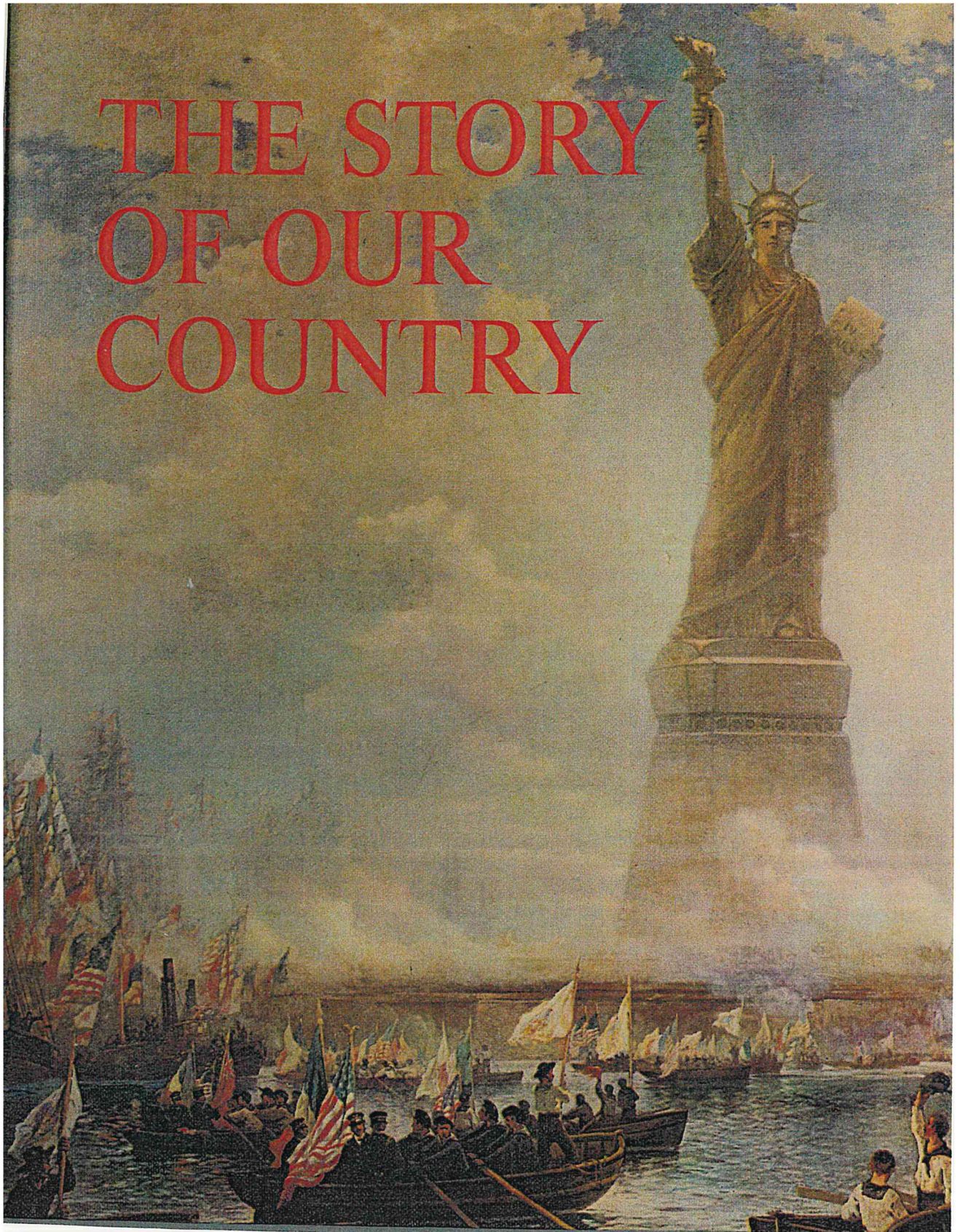


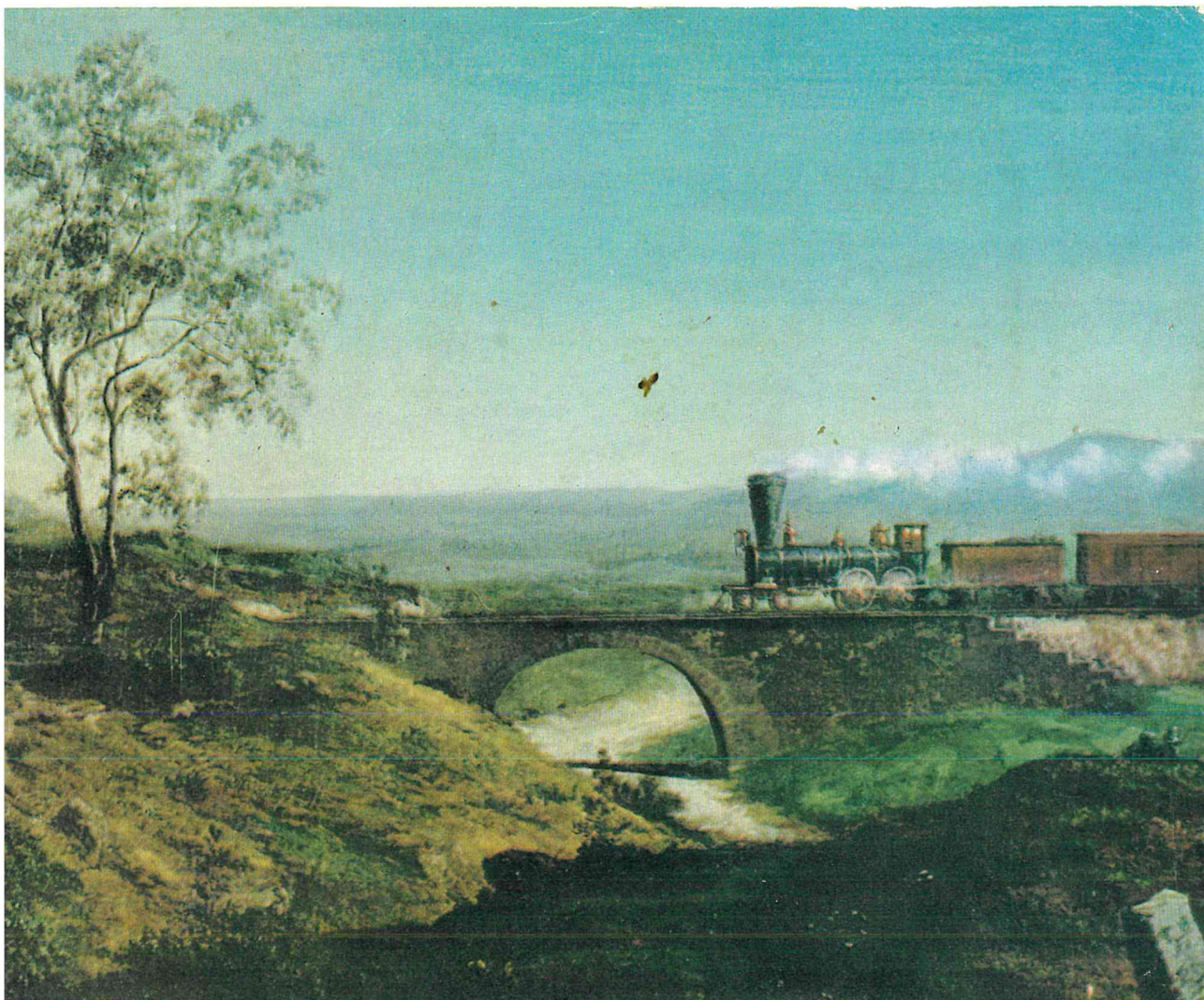
# THE STORY OF OUR COUNTRY









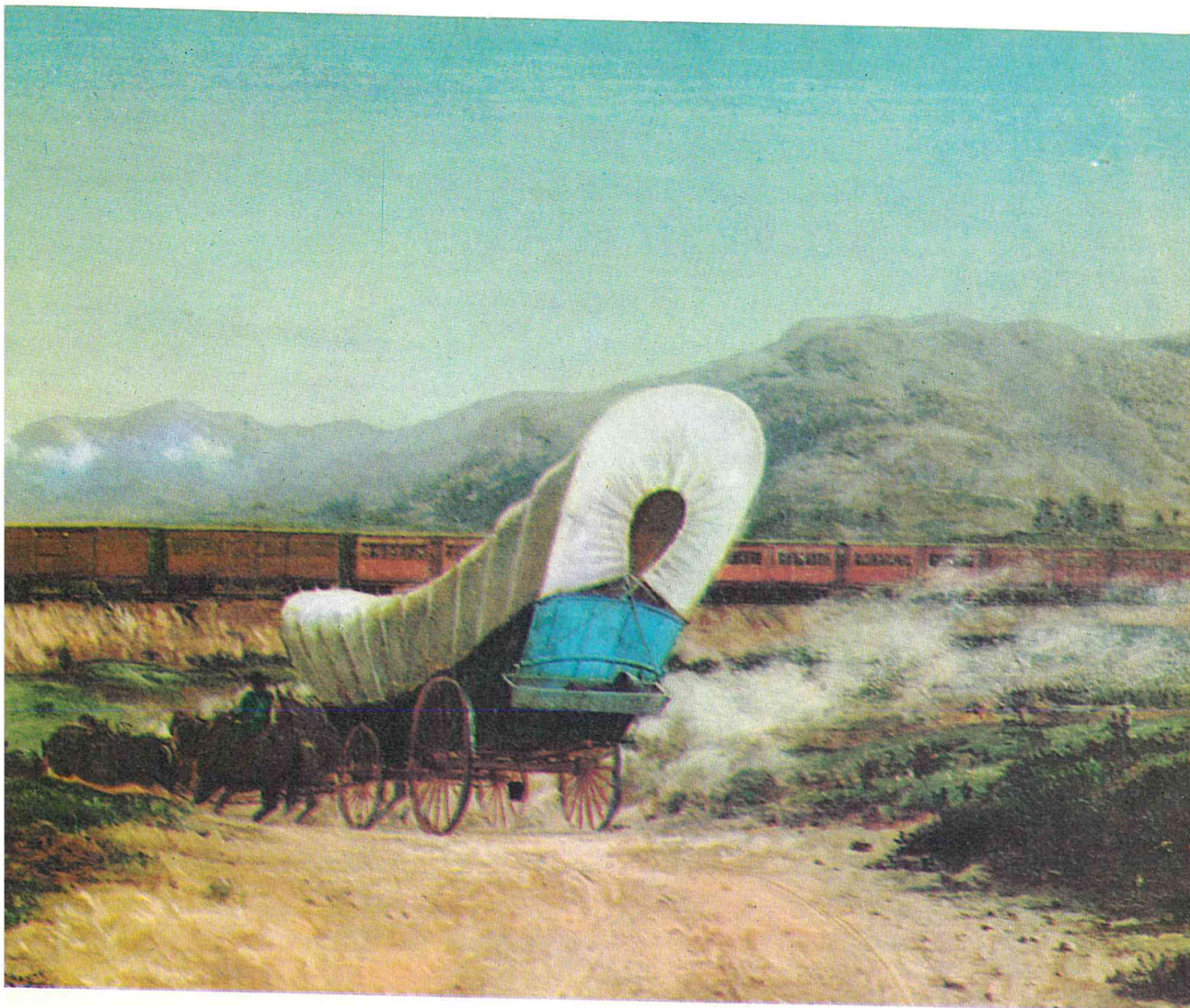


# THE STORY OF OUR COUNTRY



# THE STORY OF OUR COUNTRY





BY CLARENCE L. VER STEEG

*Professor of History, Northwestern University*

STUDY ACTIVITIES BY ESTHER ASCHEMEYER

*Supervisor of Elementary Education, St. Louis, Missouri*

MAPS AND DIAGRAMS BY ANTHONY ZULES

DESIGNED AND ILLUSTRATED BY THE EDITORS OF  
AMERICAN HERITAGE MAGAZINE



HARPER & ROW, PUBLISHERS

NEW YORK



LONDON

EVANSTON



Text Copyright © 1965 by Harper & Row, Publishers, Incorporated.  
 Pictures, maps, and diagrams Copyright © 1965 by American Heritage Publishing Co., Inc.  
 All rights reserved for all countries, including the right of translation.

## PICTURE CREDITS

- American Antiquarian Society: 111, 210  
 American Museum of Natural History: 70, 380 top  
 Amherst College: 177  
 Anaconda Company: 383 bot. rt.  
 Art Commission of New York: 181  
 Mrs. J. B. Arthur and Mrs. A. W. Warner, on loan to Witte Museum: 238-239  
 Bettmann Archive: 264  
 Bibliothèque Nationale: 16-17, 39, 40, 44, 376 top left  
 John R. Black Estate, Dallas: 283  
 Boeing Company: 13 bot.  
 Boston Museum of Fine Arts: 157; deposit from Boston Athenaeum, 162; Karolik Coll., 376 bot.  
 Brigham Young University, Christensen Family Memorial gift: 254  
 British Museum: 100  
 Brooklyn Museum: 198  
 Brown Brothers: 307, 311, 323  
 Bureau of Engraving & Printing: 390-401  
 California Historical Society: 384 bot.  
 Chicago Historical Society: 214, 269, 378 bottom  
 Church of Jesus Christ of Latter-Day Saints, Salt Lake City: 255  
 William L. Clements Library: 28  
 Colonial Williamsburg: 102, 376 ctr.  
 Alexander McCook Craighead: 244  
 Culver Pictures: 346, 385 top  
 M. H. De Young Memorial Museum: 80  
 Simon Wingfield Digby: 94  
 George Eastman House: 337  
 Edward Eberstadt & Sons, N.Y.: 266  
 Fairchild Aerial Surveys: 15 rt.  
 Ford Motor Company: 300  
 FPG: 381 bot. rt.  
 Edgar William and Bernice Chrysler Garbisch: 184  
 William A. Garnett: 364  
 Hammer Galleries, N.Y.: 226, 276  
 Mrs. Seton Henry: cover  
 Historical Society of Montana: 218-219  
 Historical Society of Pennsylvania: 164-165  
 Independence Hall: 219 both  
 Indiana Historical Bureau: 169  
 Insurance Co. of North America: 305  
 IBM: 362  
 Jefferson Park, Chicago: 30  
 Frank Jensen: 382 left  
 Joslyn Art Museum, Northern Natural Gas Company Coll.: 378 ctr. rt.  
 Kansas State Historical Society: 279  
 Kennedy Galleries, N.Y.: 191  
 Bruce Kortebein: 374 top left  
 Library of Congress: 129, 332, 380 ctr.  
 Los Angeles County Art Museum: 330  
 Louisiana Historical Society: 212  
 The Louvre: 34  
 Marine Historical Assoc.: 13 top  
 Maryland Historical Society: 121  
 Massachusetts Historical Society: 134, 152-153  
 Fred M. Mazzulla: 383 top rt.  
 Hall Park McCullough: 196-197  
 Paul Mellon: 66-67, 88, 378 top  
 Metropolitan Museum of Art: G. A. Hearn Fund, 318; C. A. Munn bequest, 160 both, 168; Mrs. John Sylvester gift, 188; Mrs. A. W. Thompson gift, 124; L. G. Bloomingdale gift, 258-259  
 Missouri Historical Society: 376 top rt.  
 Mount Vernon Ladies' Assoc.: 182  
 Josef Muench: 385 bot.  
 Musée de la Guerre, Paris: 316-317  
 Musée de Versailles: 170-171  
 Museo de America, Madrid: 68  
 Museum of the American Indian: 27 top  
 Museum of the City of New York: 14 left, 15 left, 308; Byron Coll., 310  
 NASA: 10, 358, 361  
 National Archives: 338-339  
 National Gallery of Canada: 350  
 National Maritime Museum: 96, 98-99  
 National Museum, Copenhagen: 71  
 National Park Service: 384 top left; Edison Historic Site, 297; Gettysburg Military Park, 272-273; Scotts Bluff Monument: 232  
 Nebraska State Historical Society: 286; Butcher Coll., 380 bot.  
 Nelson Gallery—Atkins Museum, Nelson Fund, Kansas City, Mo.: 2-3  
 New-York Historical Society: 14 rt., 108, 117, 136, 148-149, 174, 187, 250, 260, 302  
 New York Public Library: 290, 320; Print Room, 45; Rare Books, 52-53, 56, 59, 60, 85, 103, 126, 128, 374 ctr., 378 ctr. left; Stokes Coll., 208-209, 375 bot. left  
 North American Aviation: 347  
 Norwegian Information Service: 32  
 Old Print Shop, N.Y.: 13 ctr., 92, 377 top  
 Oregon State Library: 313  
 Peabody Museum, Harvard University: 26  
 Pennsylvania Academy of the Fine Arts: 118  
 Pennsylvania State Museum: 178-179  
 Walter Perry III: 158-159  
 Harold L. Peterson: 140  
 Photo Researchers: 369, 375 top  
 Pilgrim Hall: 374 top rt.  
 Port of N.Y. Authority: 375 bot. rt.  
 Royal Ontario Museum, University of Toronto: 18, 144-145  
 San Jacinto (Texas) Museum of History Assoc.: 241  
 Mr. and Mrs. Charles J. Sinnott: 267  
 Albert F. Smiley: 106-107  
 C. R. Smith: 280, 281  
 Smithsonian Institution: 27 bot., 381 top  
 South Dakota State University: 382 rt.; Pugsley Union, 6  
 Standard Oil Company, N.J.: 377 ctr.  
 Stanford University Museum: 252-253  
 Mrs. M. S. Stanley: 384 top rt.  
 Texas State Capitol: 234  
 Ufizzi Gallery: 54; Gioviana Coll., 61  
 Union Pacific Railroad: 292, 293  
 UPI: 342, 351  
 U.S. Capitol: 42  
 U.S. Department of Agriculture: 377 bot., 379 ctr., 381 bot. left, 385 ctr.; Bureau of Reclamation, 383 bot. left  
 U.S. Department of Defense: 344, 355  
 U.S. Naval Academy Museum: 328  
 U.S. Steel Corp.: 379 top, bot.  
 University of Michigan Museum of Art: 224  
 Ursuline Convent, Quebec: 82  
 Marquise de Villefranche: 84  
 Washington University: 201  
 Whitney Museum of American Art: 341  
 Wide World Photos: 366, 367  
 State Historical Society of Wisconsin: 138  
 Witte Museum, San Antonio: 242  
 Woolaroc Museum, Bartlesville, Okla.: 110  
 Yale University Art Gallery: 150; Mabel Brady Garvan Coll., 374 bot.  
 Yale University Library: 23

Cover: Americans cheer the completion of the Statue of Liberty, a gift from the French people, in 1886.





Fast, graceful American clipper ships like the *Lightning* carried on trade all over the world in the mid-1800's.





A pioneer and his family in a covered wagon crossing the plains in the 1800's.

## PREFACE

*The Story of Our Country* begins with the Indians who roamed the forests and the plains of America before Europeans came. It ends with the present day. It is the story of America growing from a land of farms and small villages into a great and powerful nation and a leader of the free world.

The author has made a careful selection of material from the mainstream of American history, stressing the essential elements of the nation's background in

relation to the interests and needs of his readers. He has written about the events and movements that were vital to the development of the United States, about which all young people should know if they are to be informed and if they are to understand and appreciate their heritage. The simple and continuous narrative is constructed in language that young readers can comprehend and enjoy.

People are at the center of great historical events and movements. As far as



possible, without disturbing the continuity of the narrative, the author has included historical facts and information about the lives of the men and women who made and shared the history of America. The importance of these people and their places in the progression of historical events that go to make up the story of America's development is clearly evident throughout the book.

To increase vividness and interest, part of the narrative is put into direct discourse in quotations. By means of quotations from speeches, letters, diaries, and newspapers, pupils are enabled to realize that the men and women who made history were actual persons and that the experiences they describe were personal and vital.

*The Story of Our Country* stresses the Old World background of America, for the nation did not spring up without roots. It deals with the economic and social and everyday lives of the American people. It concerns itself with the nation's government, and with the relationships between the geography of an area and the historical events that occurred there.

The majority of the illustrations are taken from contemporary sources. They consist of paintings, drawings, and photographs made at the time of an event or soon afterward.

These illustrations enhance the flavor of the book. They represent history as seen through the eyes of people who lived it, and they are historical docu-

ments worthy of study in themselves. The illustrations convey much information about an incident, a person, an era in history. They form valuable centers of interest for discussion and as points of departure for further study by pupils.

Included with the historical illustrations are numerous diagrams drawn especially to give the reader broader and more detailed information. A diagram of a fifteenth-century ship, for example, helps the pupil not only to understand how a ship of that time was built, but also stimulates and stretches his imagination to help him visualize what life aboard one must have been like.

The maps are accurately though simply drawn. They contain essential material for geographic orientation to historical events. They reinforce geographic concepts, and point up the interaction between geography and history.

The final unit, "Our Changing Country," is unique. Here, through pictures and text, the reader is presented with historical geography. From this unit, he may gain more information about the development of the nation, and deeper insights into how the relationship of man and environment alters over time.

The study activities at the ends of chapters and units are integral parts of the book. Time Lines help to place historically important events in perspective. This study material has been prepared with a view to the interests and needs of children in the fruitful study of history.

—*The Publishers*

# TABLE OF CONTENTS

INTRODUCTION	You Are a Part of History	10
<b>UNIT 1</b>	<b>EUROPEANS DISCOVERED A NEW WORLD</b>	16
CHAPTER 1	Indians Were the First Americans	18
CHAPTER 2	Europeans Sought Adventure and Trade	30
CHAPTER 3	Columbus Discovered a New World	42
CHAPTER 4	Bold Men Proved That America Was a New World	56
<b>UNIT 2</b>	<b>NATIONS EXPLORED AND SETTLED AMERICA</b>	66
CHAPTER 5	Spain Led the Race for America	68
CHAPTER 6	France Gained a Share of the New World	82
CHAPTER 7	England Entered the Race for America	94
<b>UNIT 3</b>	<b>ENGLAND WON MUCH OF NORTH AMERICA</b>	106
CHAPTER 8	The English Planted More Colonies	108
CHAPTER 9	The English Colonists Became Americans	124
CHAPTER 10	England Defeated France in North America	138
<b>UNIT 4</b>	<b>AMERICANS STARTED A NEW NATION</b>	148
CHAPTER 11	The English Colonies Became a Nation	150
CHAPTER 12	The Colonists Won Their Independence	162
CHAPTER 13	The Nation Formed a New Government	174
CHAPTER 14	The Nation Grew Strong	184
<b>UNIT 5</b>	<b>THE NATION GREW LARGER</b>	196
CHAPTER 15	Settlers Moved West to the Mississippi River	198
CHAPTER 16	The Nation Gained Land West of the Mississippi	212
CHAPTER 17	Americans Won Oregon	224
CHAPTER 18	Texas Joined the Union	234
CHAPTER 19	The United States Gained California and the Southwest	244
<b>UNIT 6</b>	<b>THE NATION WAS TESTED</b>	258
CHAPTER 20	The Nation Escaped Division	260
CHAPTER 21	The Last West Was Settled	276
CHAPTER 22	The United States Became an Industrial Nation	288
CHAPTER 23	Factories Changed Cities and Farms	302
<b>UNIT 7</b>	<b>THE UNITED STATES BECAME A WORLD LEADER</b>	316
CHAPTER 24	The Nation Grew Powerful	318
CHAPTER 25	A Nation of Factories Had New Problems	330
CHAPTER 26	The United States Fought a Second World War	344
CHAPTER 27	America Entered the Space Age	358
<b>UNIT 8</b>	<b>OUR CHANGING COUNTRY</b>	372
	OUR FIFTY STATES	386
	THE PRESIDENTS OF THE UNITED STATES	390
	GLOSSARY	402
	INDEX	406



# MAPS AND DIAGRAMS

## MAPS

How the Indians Came to the New World	20
Viking Explorations	33
Trade Routes to the East	36-37
The Four Voyages of Christopher Columbus	50-51
The First Voyage Around the World	62-63
Spanish Explorations	72
French Explorations	87
New France	90-91
England's Colonies	122
European Possessions in North America, 1748	142
European Possessions in North America, 1763	142
Winning the War for Independence	166
The United States in 1783	172
Routes to the Mississippi	207
Exploring the Louisiana Territory	221
The Oregon Trail	228
The Growth of the United States	246-247
The Civil War	270-271
Cattle Trails	282
Winning the Second World War	348-349
The United States Today	372-373

## DIAGRAMS

Homes of the Indians	24-25
The Ships of Columbus	46-47
A Spanish Mission	78-79
A New England Village	114-115
A Southern Plantation	130-131
A Western Steamboat	192-193
A Frontier Settlement	202-203
The Covered Wagon	230-231
Methods of Gold Mining	248-249
The Cowboy's Equipment	285
The Making of Steel	294-295
The Panama Canal	326-327
Hoover Dam	334-335
A Submarine of the Second World War	352-353





## INTRODUCTION

# YOU ARE A PART OF HISTORY

Sitting at your desk to read *The Story of Our Country*, you make history. What you do and say becomes a part of the history of the United States.

Children in the future will wonder what your life is like. They will be interested in what you do, in the type of transportation that brings you to school, in what you see on television. Today's rockets and other discoveries in science will be part of the history that children of the future will study.

Children of the future will ask some of the same questions about your life that you ask about the people you study. You might ask: Why did the early settlers eat certain foods? Most early Americans ate salt pork because they did not have freezers or other ways of keeping food safe to eat.

Salt was one of the few ways to keep meat from spoiling. The meat was pork

because, in a wild, unsettled country, pigs were much easier to raise than other animals. Pigs could wander through the woods and find their own food.

### History Affects Your Life

Children of the future may ask: How was travel in the 1960's different from that of the early 1900's? In the 1960's people rode in cars over smooth, broad highways. They flew in jet planes over the United States from the Atlantic Ocean to the Pacific Ocean in a few hours. In the early 1900's airplanes were very new and seldom seen. To see one was so unusual that the people of an entire town stopped what they were doing to watch it fly overhead.

The people who improved transportation were making history. The history made by people before you were born changes your life. You are able to travel to any part of the United States in a few hours because of the development of the airplane. You can play ball because someone made history when he

**The events of today, like this space-rocket launching, become part of America's history.**

discovered ways to make rubber. You turn on electric lights because someone invented ways to make use of electricity.

You make history. Your life is also changed, or affected, by history.

### **Geography Influences History**

Because of the geography of the New World, the people from Europe who settled in America lived differently from those who stayed in Europe. Geography includes climate and soil. It also includes the tall mountains, the swift-flowing rivers, and the level plains.

Geography affects people's ways of living. If people live near an ocean, they can have greater experience with boats and ships than people living in the desert. Many of the men are sailors and fishermen. People living in warm climates wear clothes different from those worn in the cold, snowbound arctic.

If the land is rich and has plenty of rain, farmers raise corn, cotton, and grain. If the climate is too dry for farming, they may raise cattle, sheep, and horses. If the land is covered with forests, people cut the trees for lumber. If it contains coal, iron, and other useful minerals, many of the people are miners.

When people first went to live on our western plains, they found no materials with which to build homes. They lived in houses made of sod because the plains were covered with grass. Geography influences people's lives, but people also are able to influence, or change, these effects made by geography on their lives.

The lives of people today are much different from the lives of early settlers. Americans have found ways to protect themselves against the climate. Furnace heating makes life in cold climates comfortable. Air conditioning makes living in warm climates more pleasant. A desert can produce fine crops when irrigated with water.

Americans have found ways to overcome the effect of geography. They have made powerful machines that are not stopped by rivers, deserts, or mountains. A mountain is less important when a railroad is built to cross it, or airplanes are invented that fly over it.

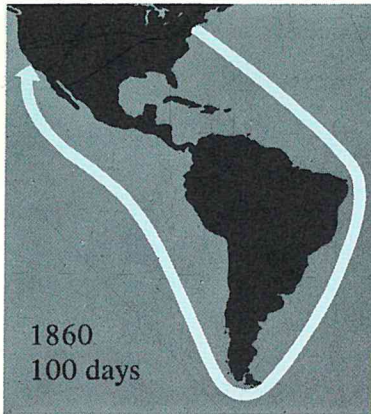
### **Time Influences History**

Time is just as important in history as geography. Time can be measured by minutes or by hours, by a school day or by seasons of the year. We can measure time by centuries. A century is one hundred years. To understand how changes can take place over a century, think of your writing equipment. Today you write on paper with a pencil, a pen, or a ball-point pen. A little more than a century ago, Abraham Lincoln wrote on a piece of wood with charcoal. Paper was expensive and wood was plentiful when Lincoln was a boy. Today, paper is cheaper than wood.

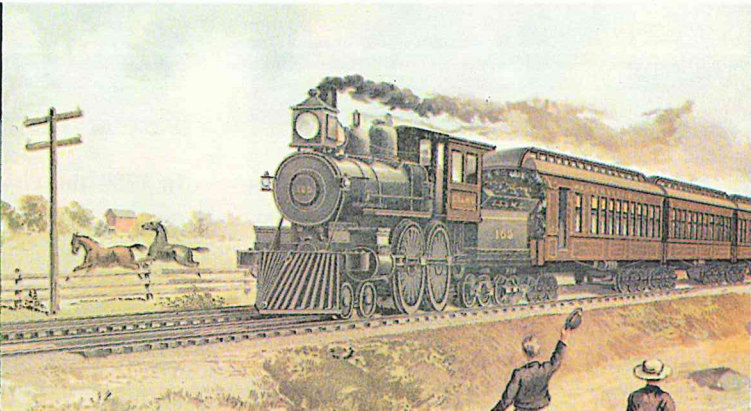
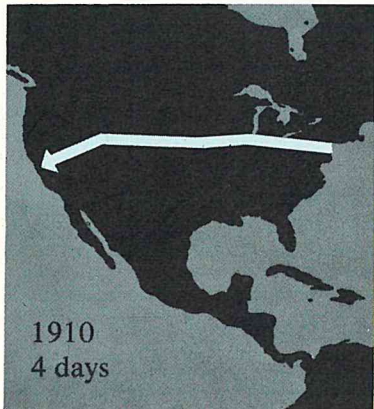
Let us see how important the passing of centuries is in the history of our country. About 1500, America was discovered. About 1600, people from Europe settled along the eastern coast of



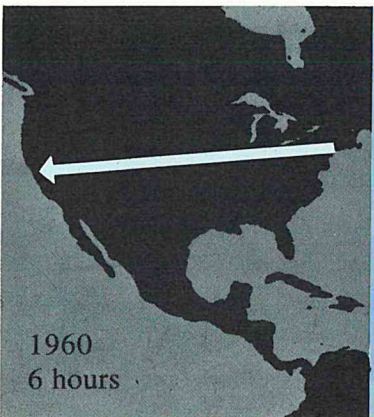
**OVERCOMING GEOGRAPHY** With improved transportation, Americans today travel from New York to San Francisco 400 times faster than they did a century ago.



The best way west was once the sea route around South America in a clipper ship.



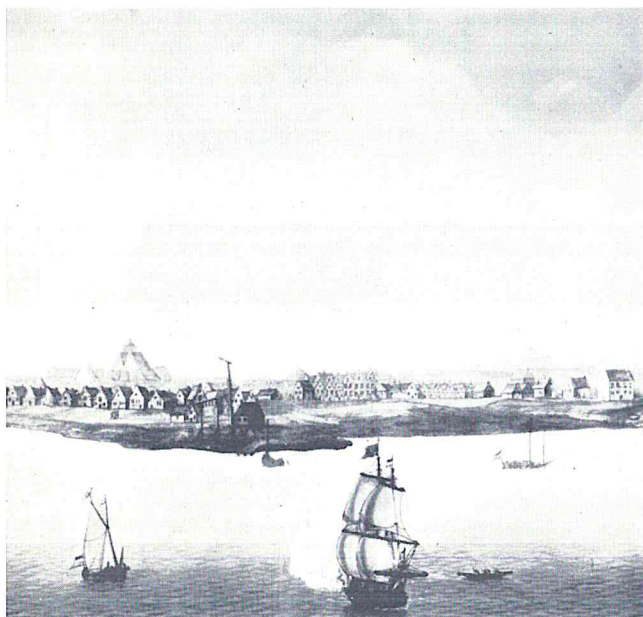
After railroads crossed the country, people could travel swiftly and in comfort.



Jet airliners now speed from New York to San Francisco at over 600 miles an hour.



## THE PASSING OF TIME BRINGS CHANGES These pictures



**In 1650 about one thousand settlers lived in New York City, then called New Amsterdam.**



**In 1750 the city, owned by the English, was one of the busiest seaports in the colonies.**

the United States. About 1700, more than 250,000 people had settled there. By 1800, the United States was an independent nation. By 1900, this independent nation had become one of the most powerful countries in the world.

The pictures above also show how the passing of time brings changes. The city of New York, the largest city in the United States, is shown at various stages of its growth. You will notice that as New York increased in size the buildings in the city also changed, becoming larger and taller. There were other changes, too. For example, children in

New York in 1750 did not dress the same as children living in New York today.

The passing of time changed almost every part of life in the United States. The games played by children and the jobs held by parents have changed. The means of transportation and the way people governed themselves have changed.

What happened before today happened in the past. The past affects you now and it affects you in the future. *The Story of Our Country* explains how the past is an important part of your life.



show how New York City has changed over the course of three centuries.



In 1850, with a population of a million, New York had become the largest city in America.



In 1950 New York had grown into a great city of skyscrapers and eight million people.

### People Make History

History is the story of people in the past that was written by them or about them. Without people, there would be no history. People make discoveries. People settle on the land. People have ideas. People build ships, railroads, airplanes, and rockets. Without people, there would be no country, only land.

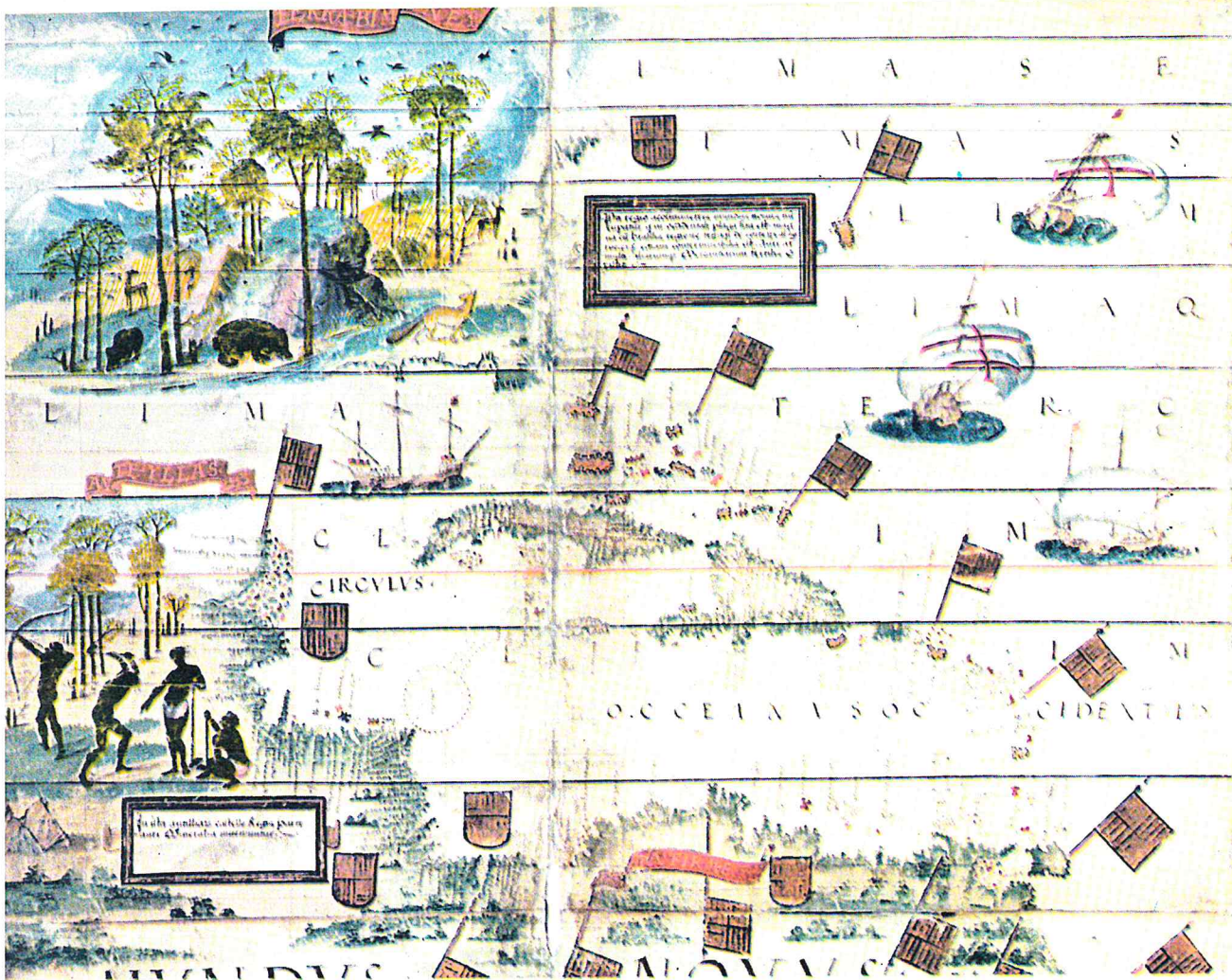
People's ideas change history. The idea that a new trade route to Asia could be found led to the discovery of America in 1492. The idea of a new life of freedom brought people from Eu-

rope to settle in America in the 1600's.

You will read what some Europeans wrote when they first saw America. You will read the records of the words and deeds of famous leaders of the nation. You will also read letters written by people who were not famous and by children who wrote to their parents or friends. You will learn about the lives of these people from their letters.

Many such accounts, or records, have been kept. They help you to know and to understand the history of our country. You will learn how your life is affected by what people did and what they said.



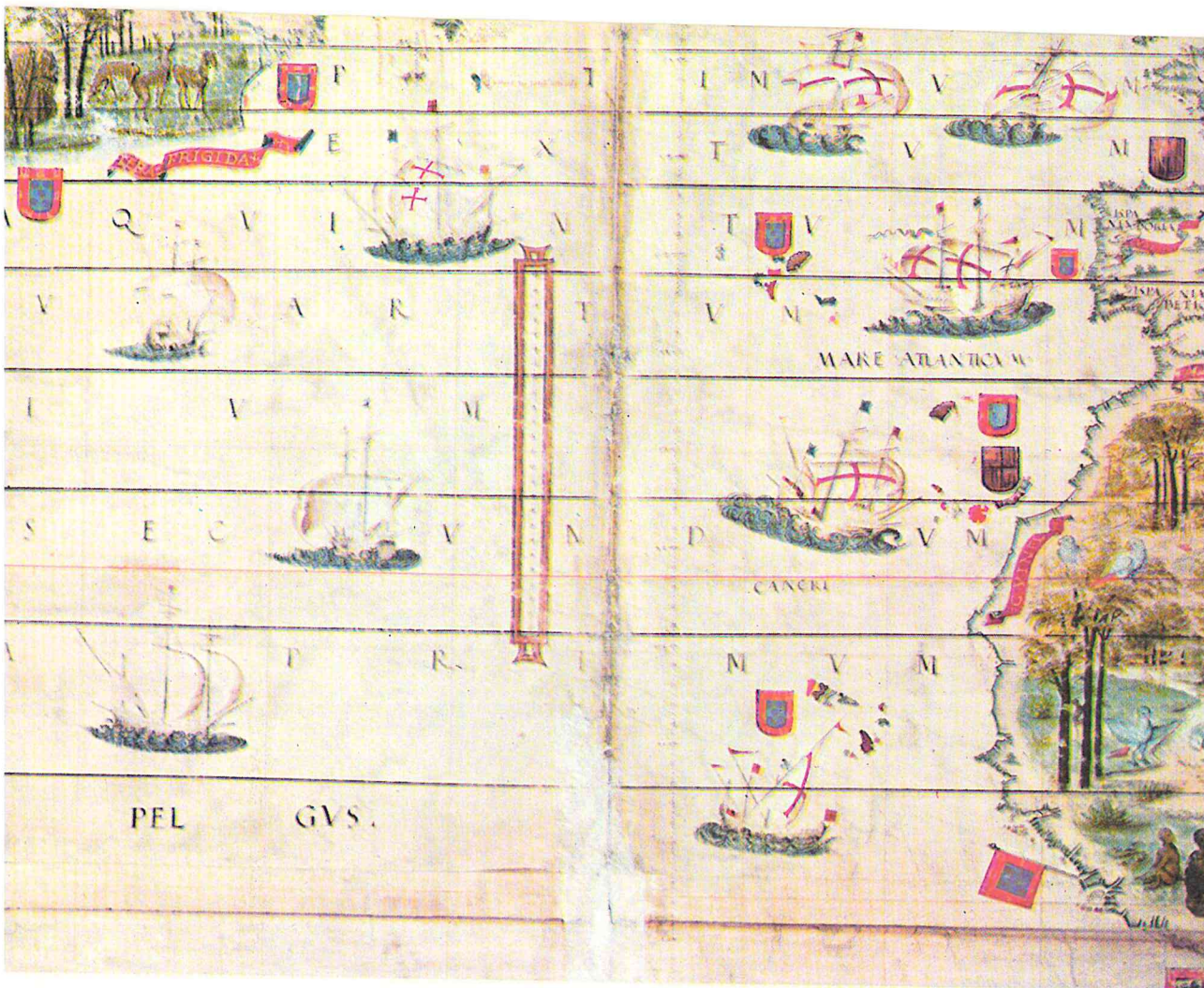


# UNIT 1

## EUROPEANS DISCOVERED A NEW WORLD

**UNIT THEME:** An interest in adventure and trade led to the discovery of the New World.





**This 1520 map shows Europe at right, the New World at left. Flags mark Spain's claims in South America and the Caribbean Sea. North America was still largely unknown.**

The story of our country began when bold men journeyed from Europe seeking adventure and trade in other lands. Some traveled east by land. Others ventured out to sea to look for a water route to India and China around Africa.

Christopher Columbus believed that the shortest route to India lay west across the Atlantic Ocean. Sailing in Spanish ships in 1492, Columbus found not India but a New World, America. Norsemen from northern Europe had been to America many years before, but their adventures had been forgotten.

Soon other explorers found new lands in America, learned more about the people Columbus had called Indians, and discovered the Pacific Ocean. One Spanish ship crossed the Pacific and became the first to sail around the world.







## CHAPTER 1

# INDIANS WERE THE FIRST AMERICANS

How did the first Americans, the Indians, come to America?

How did they live?

Did all Indians live alike?

Did geography and time affect their ways of living?

This chapter answers these questions.

### INDIANS CAME TO THE AMERICAS

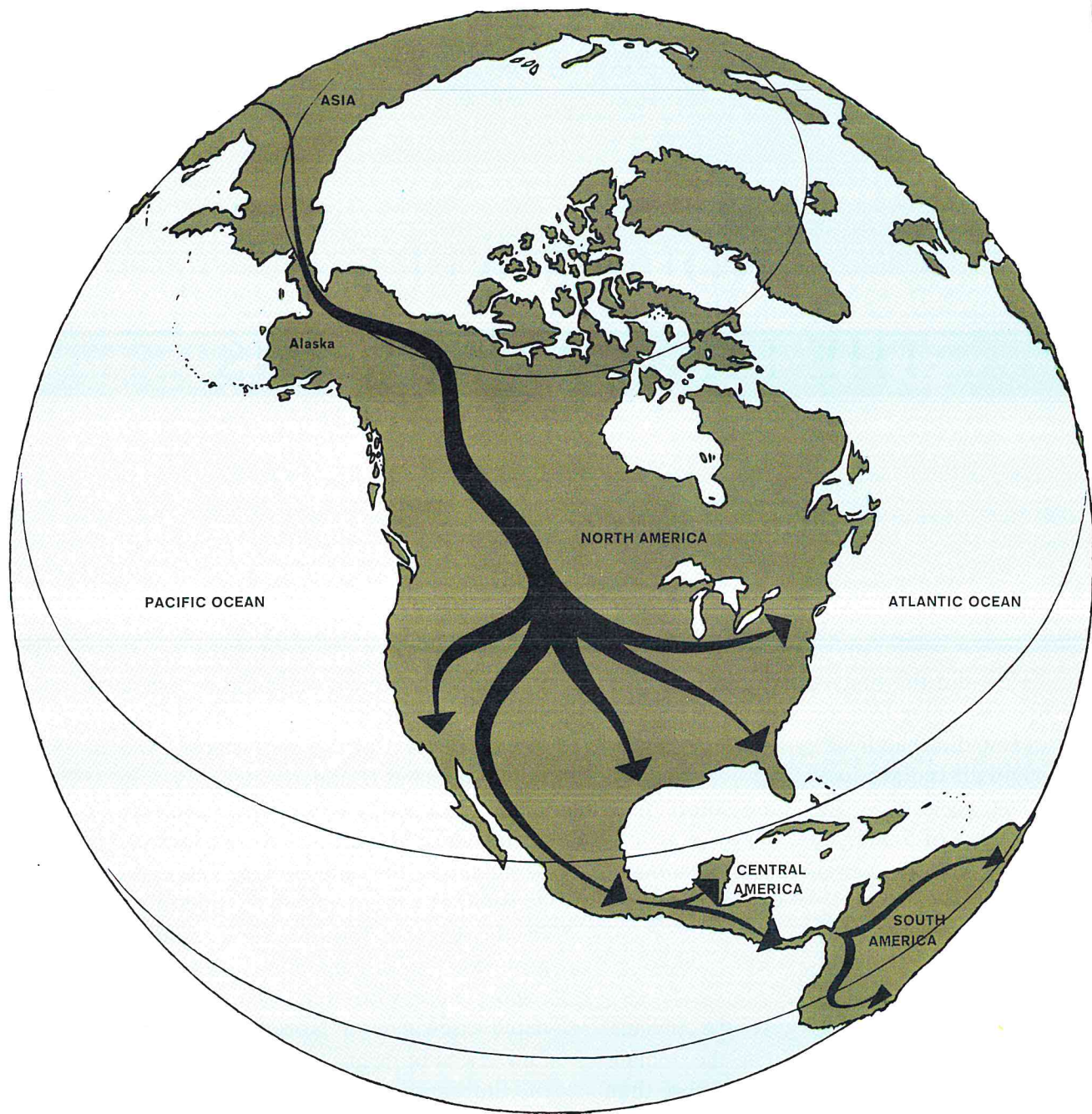
The first Americans were the Indians. Scientists now believe that the Indians came to America from Asia more than 20,000 years ago. They were able to walk

from one continent to another on a strip of land joining Asia and Alaska. Later, the level of the oceans rose, and today this land is under water.

One group of Indians after another, during these thousands of years, wandered across the land bridge. The main reason for their moving was to find food. In the contest to find good hunting grounds, the Indians sometimes quarreled. Those who were defeated wandered elsewhere in North America to find new hunting grounds. Over a period of thousands of years, the Indians spread throughout the Americas.

The Indians who came to America from Asia seldom looked exactly alike or followed exactly the same ways of living. As the Indians settled in different parts of America, their differences increased.

**The Blackfoot Indian medicine man in this painting holds a big, brightly feathered pipe meant to protect his tribe from evil spirits.**



## HOW THE INDIANS CAME TO THE NEW WORLD

The arrows on this map show the routes followed by the Indians who came to the New World over 20,000 years ago. They crossed from Asia to Alaska on a bridge of land, now under water, and slowly spread through the Americas. Scientists think about 20 million Indians lived in the New World when Columbus discovered it in 1492.



Some Indians had dark, reddish-brown skin, and some were a yellowish color. Some were warlike. Some were peaceful. They spoke different languages.

Indians who spoke the same language and who lived in the same part of the country formed a tribe. A tribe is a number of families living together under one leader. Often several tribes became friends and helped each other in hunting and in wars against their enemies. Differences between tribes can be seen by studying their ways of living.

## GEOGRAPHY AFFECTED INDIAN WAYS

The homes of the different tribes were not the same. The type of shelter, for example, was determined by the materials that were in the area, or region. Because the Pacific Northwest and the Atlantic Coast areas were covered with dense forests, the Indians in those regions used wood to make shelters.

In the Pacific Northwest the Haida (hī'da) Indians split logs with a stone hammer and a wedge to make planks. Four large corner posts were set in the ground and large limbs were placed on them to form the base for the roof. The planks were used to form the walls and the roof.

The Iroquois (ir'əkwoi), who lived in what is now western New York and Pennsylvania, built "long houses" of wood. These houses were 100 feet long, perhaps three times longer than your

classroom. Many families lived in a single long house.

Although the Haida and Iroquois Indians were alike in using wood for their houses, they were different from each other in other ways because the geography of the two regions was different. The Haidas lived near the ocean and built large, sturdy boats. The Haidas were proud of their boats. They painted them in attractive colors and carved figures on the front of the boats for decoration.

The Iroquois lived far from the ocean. Therefore, they built light canoes which could be carried from river to river. The canoe frame was made of wood, and deerskin was stretched around the frame to make the canoe watertight. These canoes were useful on the lakes and rivers of the Iroquois country.

The Plains Indians lived in the region between the Mississippi River and the Rocky Mountains. Because wood was scarce, they built tepees for shelter. Tepees were shaped like ice-cream cones turned upside down.

The tepee was made of a framework of poles. These poles were small trees with the branches trimmed and the bark taken off. Buffalo skins sewed together were used to cover this framework of poles. A hole at the top of the cone allowed smoke to escape from the cooking fire inside the tepee. The tepee was entered through a flap, very much like a modern-day tent. The Indians knew that the tepee would remain warmer if

the flap opening did not face the wind.

A tepee was a good shelter for the Plains Indians. First, it could be built without much wood. Second, it was easy to take down and to move from place to place. The Plains Indians followed the buffalo, which furnished them with food, shelter, and clothing. Therefore, a shelter that was easy to move was important to the Plains Indians.

The Indians living in the southwestern part of North America also had little wood. They, too, had to find other building materials to make their houses.

In the dry, sunny climate of the Southwest, clay bakes as hard as rock. So the Indians of the Southwest made bricks out of clay. They used stone and the clay bricks to build their dwellings.

These dwellings were like apartments, sometimes four or five stories high. Each apartment looked like a block, hollowed out. One block was built upon another, each a little smaller than the one below. In the winter, the thick walls of these buildings kept the heat in and the cold winds out. In the summer, the outside walls reflected the heat from the sun and kept the apartment cool.

As many as 800 families lived in these apartment villages, called pueblos (pweb'lōs). The people who lived there were called Pueblo Indians.

The Pueblo Indians began to build lasting shelters when they learned to raise crops. They raised corn, squash, and beans for food, as well as cotton that was made into cloth. To grow these

crops, the Pueblo Indians had to irrigate the land by digging ditches to carry water from the mountain streams.

The Mayan Indians, who lived in what is now Central America and Mexico, built another type of shelter. The family home was a square or round hut with the walls made of poles and covered with mud. The Mayans also built beautiful stone buildings for religious purposes. Some of these buildings are standing today.

As you have seen, geography influenced the way in which Indians lived. Their homes, their clothing, and their food depended upon the regions in which they settled.

## INDIANS WERE ALSO ALIKE

Although the Indian tribes lived differently in each part of America, to the first white men the Indians seemed much alike. No matter where they lived, most Indians did some simple farming. Maize—that is, corn—was raised by Indians almost everywhere in America. A few crops and the game they killed was the Indians' daily food.

The Indians tamed dogs, but they knew nothing of horses, because horses were brought to America by the white men who came later. We do not know why the Indians did not train young buffalo to carry burdens or to pull heavy loads. Neither do we know why the Indians of the New World never discovered the wheel to make carts, which would have made their lives very much easier.



### **Indian Children Learned to be Useful Members of a Tribe**

Indian boys and girls had no school-houses, and they did not study books; but they learned to do a great many things that later helped them to be useful men and women.

The boys were trained to be useful members of a tribe and to become warriors. They learned to obey the rules of their tribe, just as we learn to obey the laws of our city or state. They learned how to be polite to the chiefs, the medi-

cine men, and the old people. They knew how to please friendly visitors.

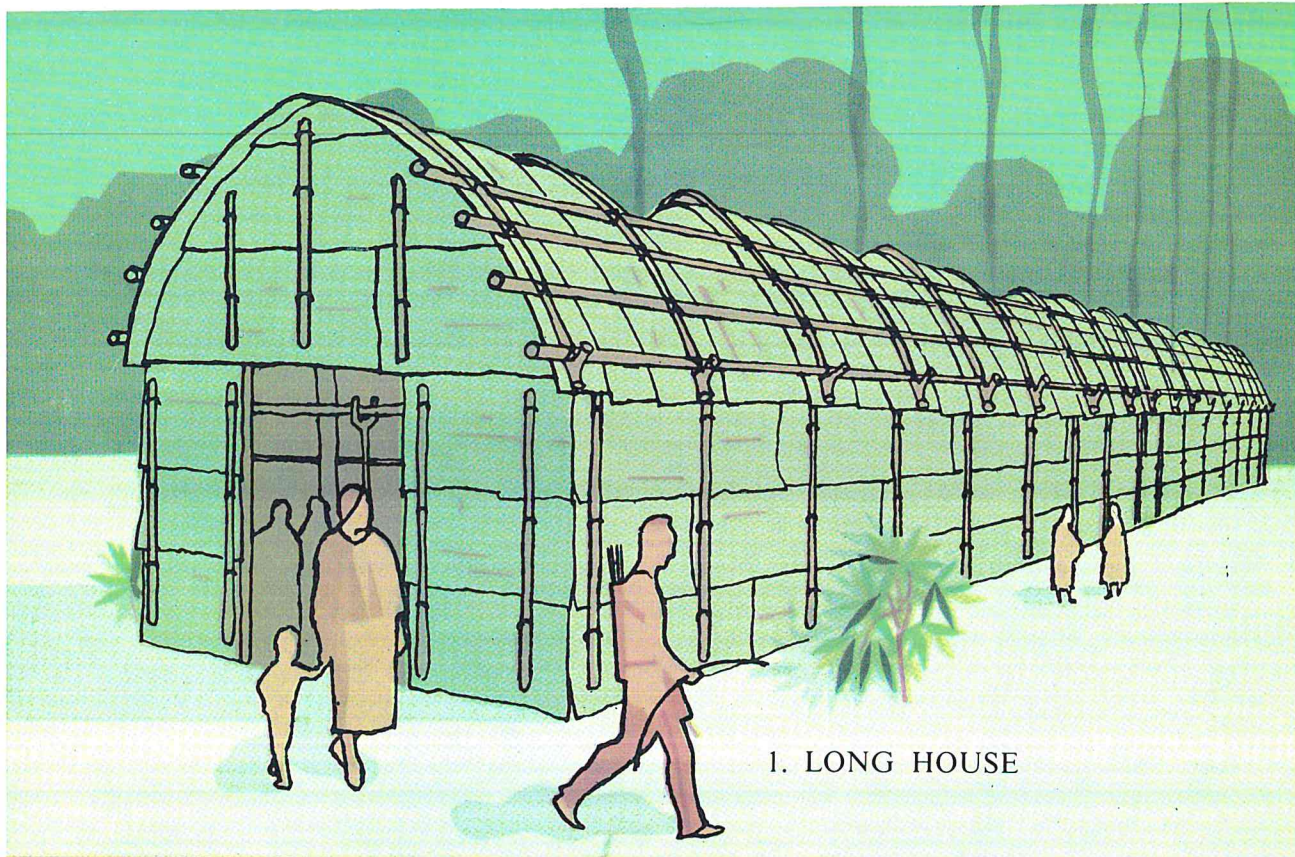
Indian boys learned to make bows, arrows, spears, knives, hatchets, and other weapons and tools. Some tools were made of bone and some of flint. They learned to make canoes, to follow and kill game for food, to track their enemies, and to make fires. When the boys were young, they had to stand guard in the fields and keep birds and animals from eating the corn.

The boys also learned how to take over the duties of men. They were taught

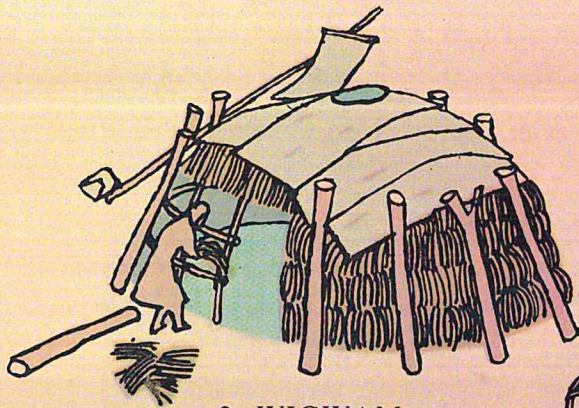


**This is a Sioux Indian camp. Like most Plains Indians, the Sioux lived in teepees made of buffalo skins, which could easily be taken down when they moved. They put their dead on raised platforms, one of which is shown at the right.**

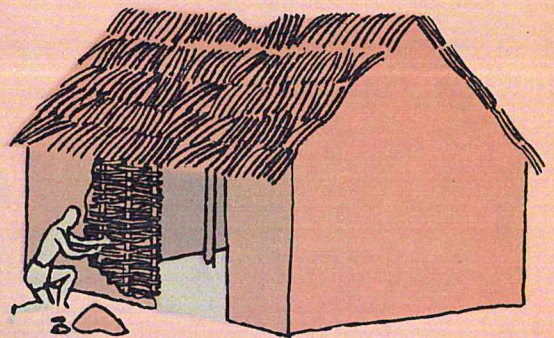




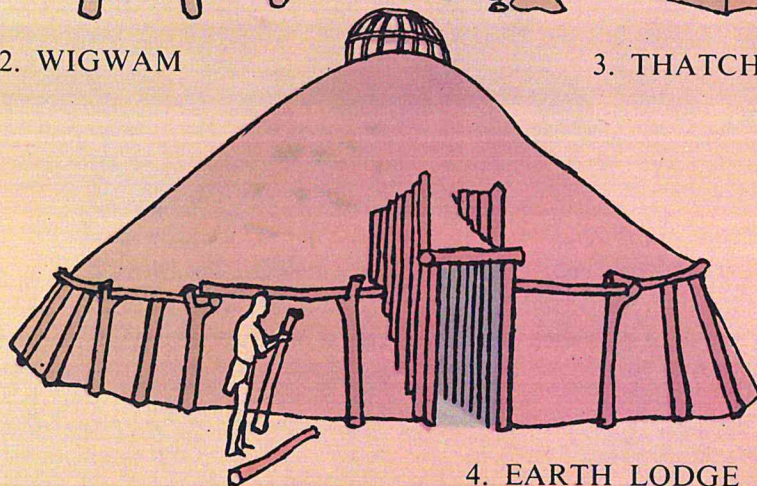
1. LONG HOUSE



2. WIGWAM



3. THATCHED HUT



4. EARTH LODGE





## HOMES OF THE INDIANS

The American Indians built many kinds of houses, depending upon what part of the country they lived in and what materials they found there. These pictures show several types of homes.

1. **LONG HOUSE** The Iroquois Indians, who lived in the forests of the Northeast, built homes of poles covered by elm bark. More poles held the bark in place.
2. **WIGWAM** Used by forest tribes, the wigwam was a frame of bent poles covered by bark and mats made of rushes. A piece of bark kept rain out of the smokehole.
3. **THATCHED HUTS** Southeastern Indians made huts with thatched roofs of grass or reeds. The walls of reed mats were covered with clay, which the sun baked hard.
4. **EARTH LODGE** The Indians who lived in the northern Plains made warm winter homes by covering a framework of strong poles with grass and thick pieces of sod.
5. **PUEBLO** Southwestern tribes built homes of sun-baked clay. Logs supported the roofs. With the ladders raised, the pueblo became a fort in case of attack.



how to act when the warriors met in the council hall to smoke the peace pipe or to make plans to go on the warpath. Because they thought it improper to cry out, from an early age the boys learned the hard lesson of suffering pain with a straight face.

Indian girls were taught the work of women, and usually one of the grandmothers was the teacher. They learned to cook, sew, soften animal skins for clothing, and to make moccasins and clothes. They wove baskets and mats. They made bowls and jars out of clay. When their duties were done and they had nothing else to do, the girls took care of their little brothers and sisters.

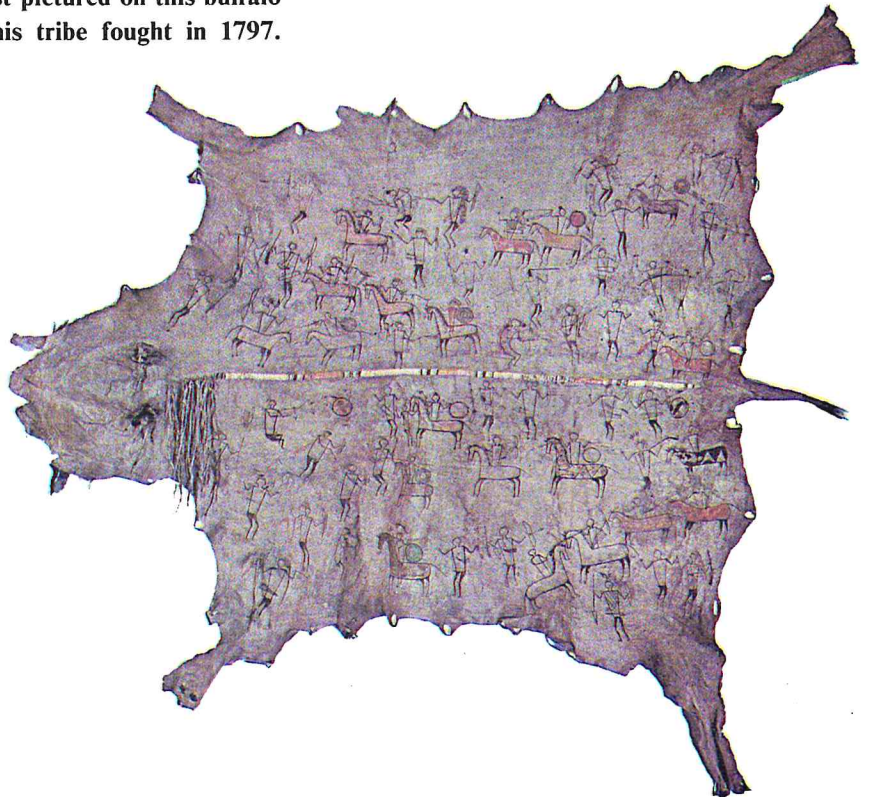
### **Indians Enjoyed Amusements**

Indians of all ages liked to play, and many of their games and amusements were like our own.

The boys raced, wrestled, and practiced the broad jump and the high jump. They played at target practice with bows and spears. They set traps for rabbits and birds. The greatest fun for the boys was hunting and swimming.

Girls played with dolls. Sometimes, both girls and boys played ball games. In one game, they kicked the ball around a course, trying to pass a goal—like making a touchdown in football. In another game, they batted the ball with

**A Plains Indian artist pictured on this buffalo skin a battle that his tribe fought in 1797.**





a kind of racket. Balls were often made of deerskin and stuffed with buffalo hair.

Indians had many different dances. There was a war dance before going to war and a scalp dance after returning from war. Only the fighting men took part in these dances. There were religious dances, which the Indians hoped would bring rain, make crops grow, and bring a plentiful supply of game.

Music for the dances was made with drums, rattles, and whistles. Sometimes the whistle was made from the bone of a turkey's leg, but more often it was made from a reed or a piece of cane. Often the Indians danced to their songs. The chorus of the song, the

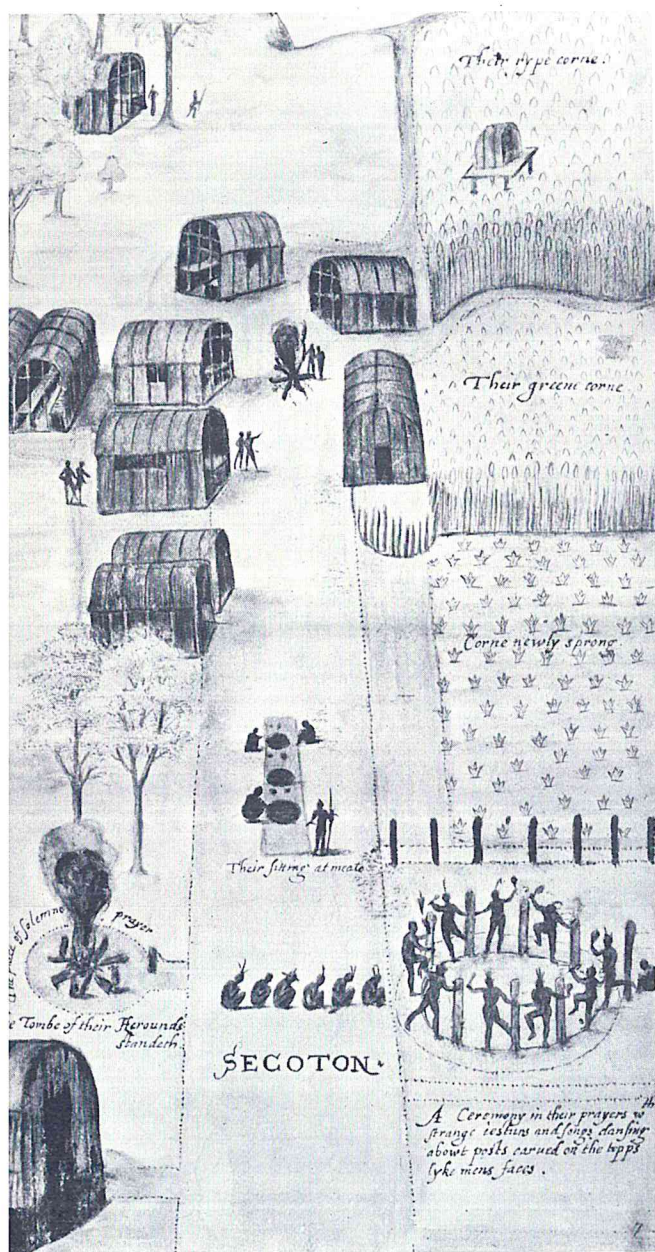


**Above:** A carved and painted wooden mask that was worn at celebrations by Alaskan Indians.

**Below:** Plains Indian children played with this warrior doll and these stuffed animals.







John White drew Secoton, an Indian town in what is now North Carolina, in 1585. At the right are fields of corn; the Indians at the bottom are performing a religious dance.

stamping of feet, and the quick rhythm of the drums made a very exciting sound.

## KNOWLEDGE OF THE INDIANS INCREASED

How do we know about the Indians? The Indians did not write books such as we do, but Indian artists drew pictures that speak a language of their own. These story-pictures, often drawn on animal skins, can be seen today in museums.

We also know a good deal about the Indians from the books that white men wrote when they first came to America. They described the long houses, the teepees, and the pueblos. They described the weapons and tools that the Indians made, and everything that seemed interesting and strange.

Some of these first settlers from Europe drew pictures, showing how the Indians dressed and what their villages looked like. Among the first to sketch an Indian village was an Englishman, John White, whose drawing is shown at the left.

In addition to these books and pictures by white men, there are many articles in museums that were made by the Indians. They were dug up at Indian camping places. There are spears, axes, arrowheads, hoes, clay jars and water bottles, rattles, whistles, beads, ornaments, and the boxes in which the Indians kept paint for their faces. To scientists who study them, these articles tell



nearly as much as books about the way the Indians lived.

New discoveries about the American Indians are being made almost every year. Not long ago in Malakoff, Texas, workers in a gravel pit uncovered Indian carvings that look like human faces. Bone disks have been found in Colorado. Pots and jars made from copper have been found in Wisconsin and in other states near the Great Lakes. In Mexico a very old animal bone covered with drawings was recently discovered, which may prove that Indians have lived in the Americas even longer than scientists once thought. In the future we shall probably learn more about these first Americans.

### **The Main Points in This Chapter**

1. Scientists have proved that the Indians came to America from Asia over a period of thousands of years.
2. Geography caused differences in ways of living as the Indians settled in different parts of the Americas.
3. The Indians were also alike in many ways.
4. We know about the Indians from their own picture-writing, from stories written by the first Europeans who saw them, and from their buildings, pottery, tools, and other articles that have been discovered.

### **What Comes Next in the Story**

Certain people of Europe, in search for better places to live, find America.

### **TO HELP YOU UNDERSTAND**

1. Make a chart of "Indians of North America." Make three columns on the chart. At the top of column one put the heading "Tribes." List the tribes that you have read about in this chapter. At the top of column two put the heading "Region." Write the name of the region in which each tribe lived. At the top of column three put the heading "Homes." Write one sentence about the homes of each tribe. Illustrate the chart if you wish.
2. Give a talk about Indian amusements and games. Use reference books to find more information about the subject.
3. Read about Indian dances. With your classmates, demonstrate an Indian dance.
4. Prepare an Indian exhibit. Collect pictures and objects, or make objects showing Indian ways of living.
5. Study the picture of Secoton on page 28. Tell how the houses in this Indian village and the houses that are shown on pages 24-25 are alike and different. What do the homes tell about the regions in which the Indians lived?
6. Make a list of new words that you have learned in this chapter. Be able to use each word correctly in a sentence.

#### **Books to Read**

Fletcher, Sydney. *The Big Book of Indians*.  
La Farge, Oliver. *The American Indian*.  
Salomon, Julian H. *The Book of Indian Crafts and Indian Lore*.







## CHAPTER 2

# EUROPEANS SOUGHT ADVENTURE AND TRADE

Which European people first discovered America?

How long did they remain in America?

Why did the people of Europe want to go to other parts of the world?

What was the result of their explorations?

This chapter answers these questions.

### NORSEMEN EXPLORED THE NORTH ATLANTIC

In three little countries in northern Europe there lived an adventurous people known as the Vikings. On our maps and globes today, these countries are called

**In this modern painting, Norseman Leif Ericson and his crew sail toward North America on their voyage of discovery about the year 1000.**

Norway, Sweden, and Denmark. The Vikings were also called Norsemen.

The Norsemen who lived in Norway found it hard to make a living there. Norway is a beautiful country that on the south and west faces the sea. On the north, it is locked in ice and snow most of the year. Much of the country is rocky, steep, and covered with trees. The land is not good for farming.

### Norsemen Sailed to Other Lands

Many Vikings turned to the sea for a living. They built swift boats which moved by sails and oars. Some became fishermen, or hunted walruses, whales, and seals. Others became fierce warriors and attacked the countries near them. Some Vikings went as far south as Italy and as far east as Russia. To the west,



**5** Norsemen explored the Atlantic Ocean and discovered Greenland and Iceland. Eric the Red and other Norsemen went to Greenland to live.

Nearly a thousand years ago Leif Ericson (lāv ēr'ik sūn), the son of Eric the Red, set sail westward from Greenland with a crew of thirty-five men. Leif hoped to find the land that one of his friends had seen when his ship was driven far out to sea by a storm.

**8** Leif discovered several islands, and he finally found the coast of North America, where he built a house and stayed for many months. When summer came, Leif and his men found wild grapes, from which they could make good wine. So they named the country Wineland, or Vineland. It is the part of North Amer-

ica known today as Nova Scotia and the island of Newfoundland. Leif and his men returned to Greenland with their boat loaded with grapes and lumber from the trees that grew in Vineland.

### **Norsemen Settled in America**

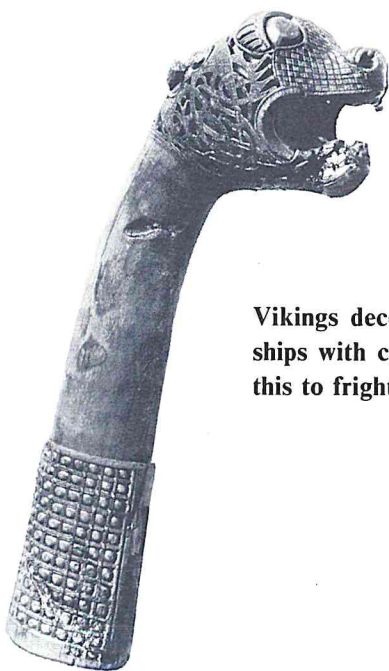
Leif Ericson and the other Norsemen who went to America did not know how to write, and they kept no records. But they liked to talk about their adventures. The stories they told are called sagas, or legends. They were passed down from father to son for hundreds of years.

From one of these Norse sagas we know that a few years after Ericson's voyage to Vineland, Thorfinn Karlsefni (kār'l sef' nē) and his wife, Gudrid, sailed for America. A number of people went with them. They took cattle and tools, and planned to build homes and settle in this new land.

The saga tells of the adventures of these bold travelers:

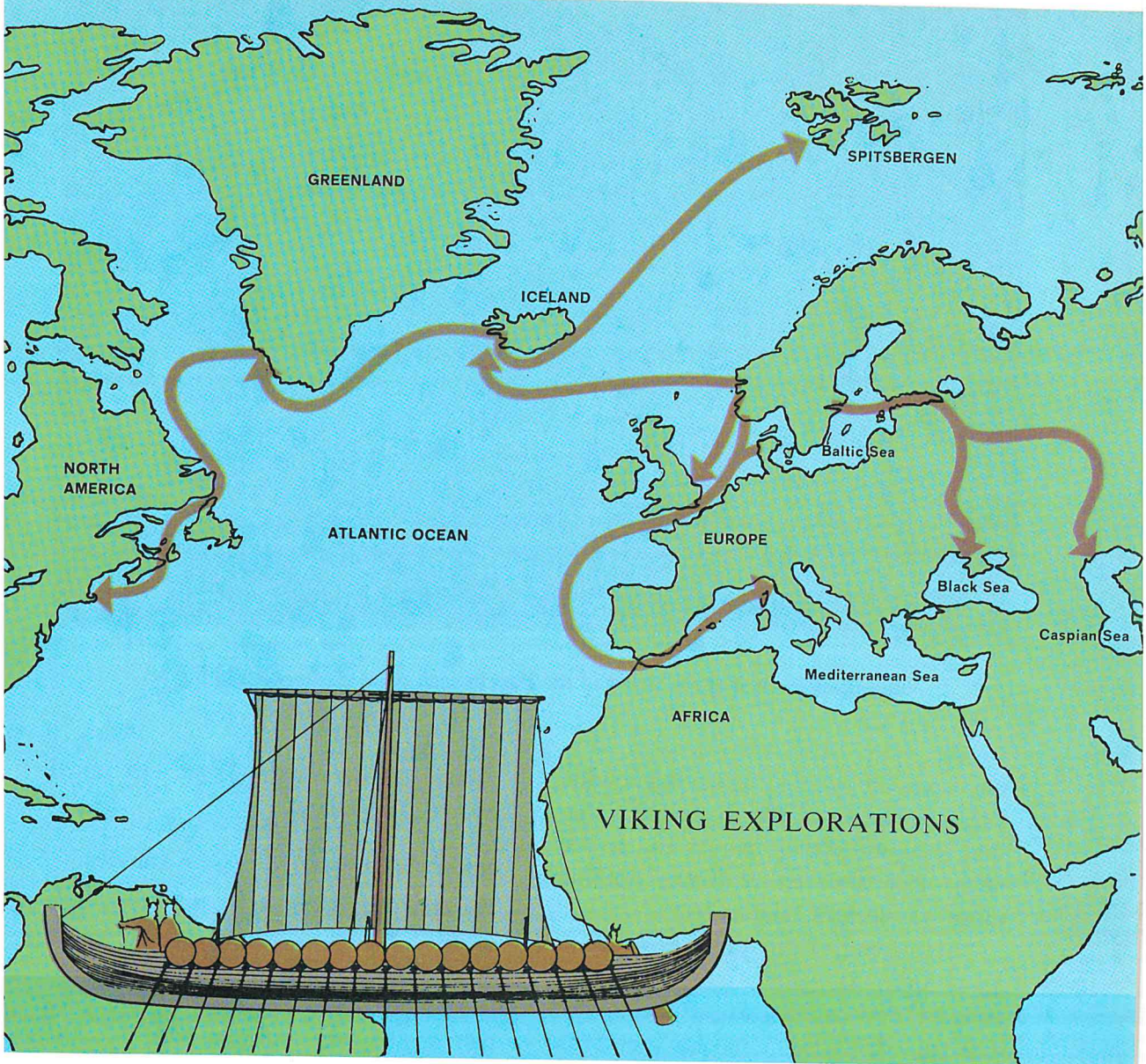
"They found wild rice wherever there were hollows, and vines wherever there was hilly ground. Every brook was full of fish. They dug pits on the shore where the tide rose highest, and when the tide fell there were fish in the pits. There were great numbers of wild animals of all kinds in the woods.

"Karlsefni and his followers had built their huts near a lake. They remained there that winter. No snow came, and all of their cattle lived by grazing. Early one morning in spring a great many Indians appeared in canoes.



**Vikings decorated their ships with carvings like this to frighten enemies.**



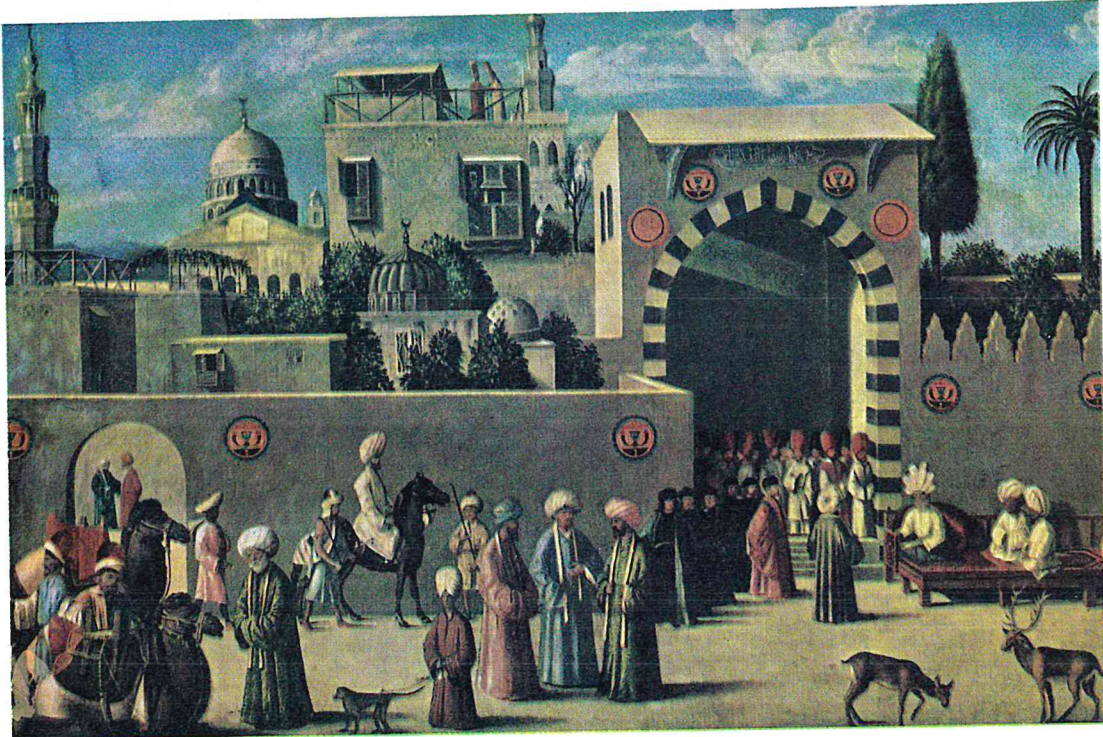


“When they came together they began to trade with each other. The Indians offered to exchange furs for red cloth which they liked. Their trading went on for a time until Karlsefni and his people began to run out of cloth. Then the cloth was divided into such narrow pieces that

it was not more than a finger’s breadth  
9 wide. But the Skraelings (skrel’ings), as the Norsemen called the Indians, still continued to give just as much for this as before, or more.

“It so happened that a bull, which belonged to Karlsefni and his people, ran





Europeans learned of the riches of the East in such cities as this one, in Egypt.

out from the woods, bellowing loudly. This so frightened the Skraelings that they sped out to their canoes and rowed away. For three entire weeks nothing more was seen of them.

“At the end of this time, however, a great many Skraeling boats were discovered approaching from the south. Thereupon, Karlsefni and his men took red shields and showed them. The Skraelings sprang from their boats, and fought with Karlsefni’s men. There was a fierce shower of missiles, for the Skraelings had war-slings.”

After a hard battle the Indians were driven away. Many of them were killed, as well as two of Karlsefni’s men. The Norsemen knew that before long the Indians would attack again. So they sadly

packed up their belongings and sailed back to Greenland.

### Norsemen Stopped Going to America

We can only guess why the Norsemen stopped going to America. We know there were not many people in Greenland. Those who lived there were contented. They were not rich, but they were comfortable. They had no reason to move to America.

The Norsemen knew that the Indians would give them more trouble if they returned to America. The Indians were angry. Sooner or later they would almost surely kill the few Norsemen who might try to stay in America.

It is easy to understand why other Europeans did not go to America. They



did not know about it. The Norsemen forgot the stories of these adventures, and finally even the settlers in Greenland left. America had to be discovered again.

## PEOPLE OF EUROPE LOOKED TO THE EAST

At about the time that the Norsemen were discovering America, other people of Europe were learning about Asia. They came to know of its wonderful spices, silks, jewels, and perfumes.

### Europeans Fought with the Turks

113 One way the people from Europe learned about these products from Asia was through the Crusades. The Crusades were wars between the Christian people of Europe and the Arabs and Turks, who were not Christians. The wars were fought to drive the Turks from the Holy Land, Palestine, the birthplace of Jesus. Palestine was on the eastern shore of the Mediterranean Sea, where the nation of Israel is today.

When the Crusades began, nearly all the people of Europe made their living on farms. There were few towns, and there was little trade. People raised everything they ate, and they made the clothes they wore. The roads were so bad and robbers so numerous that people seldom dared to travel away from the farms on which they were born.

During the Crusades, which lasted nearly two hundred years, from 1096 to

1270, perhaps as many as a million people went to the Holy Land to fight the Turks. Some marched by land; others went by sea. They learned about the countries through which they traveled, and they heard of other countries that they did not see. They met strange people and learned of new goods.

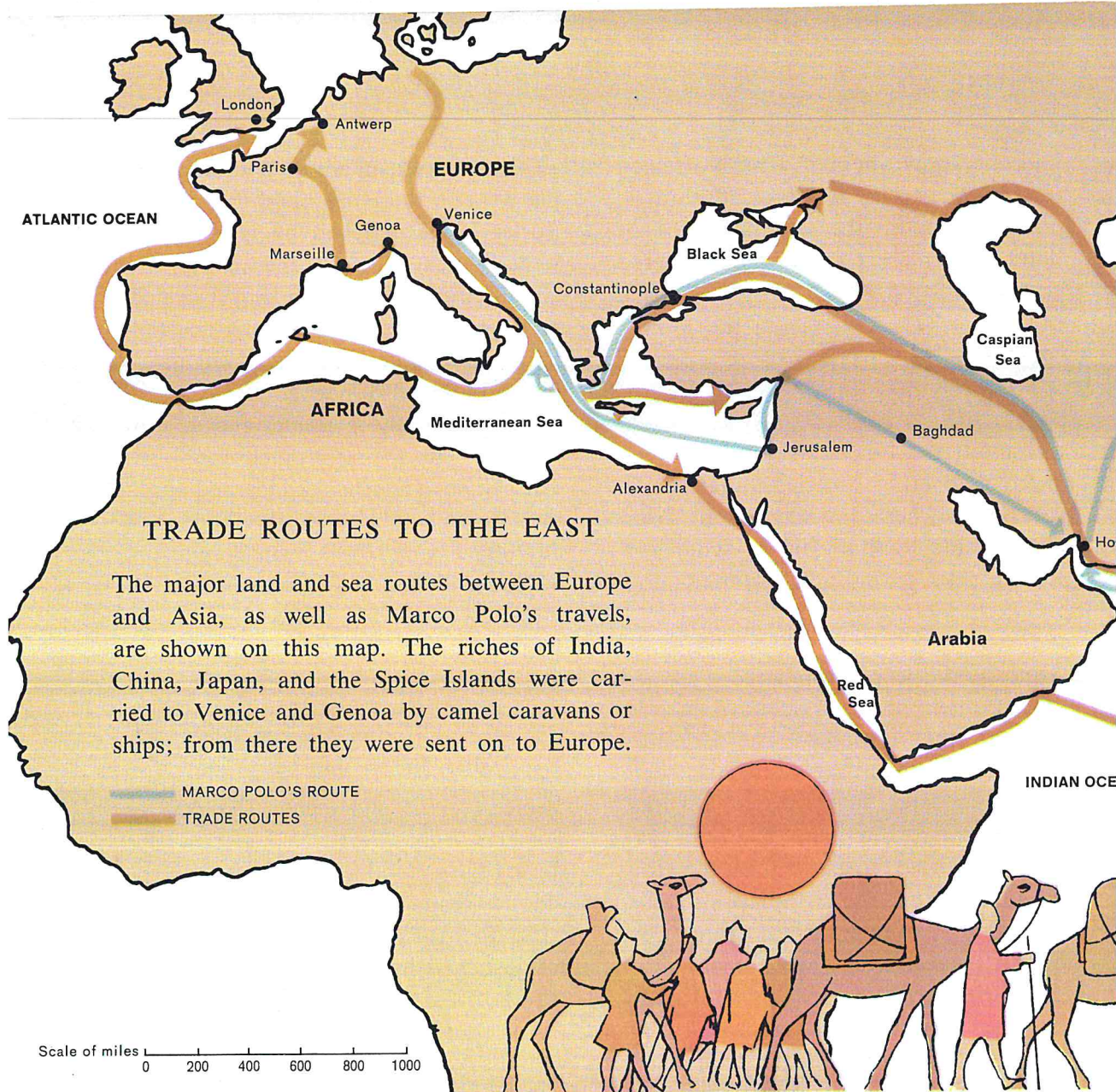
By the time the Crusades ended, conditions in Europe were much improved. The people of Europe had learned about the products of the East. Trade had developed and towns had grown up. Skilled workmen and merchants lived in these towns making and trading goods. Banks were formed to help merchants carry on business. Travel was safer, and more people moved from place to place.

### Two Italian Cities Built Up Trade

Venice (ven'is) and Genoa (jen'ōə), in northern Italy, grew rich and powerful during the Crusades. Merchants in Venice and Genoa owned ships and supplies, which they furnished the Crusaders for a fee, just as we have to pay a fee when we travel on a ship, bus, train, or airplane.

The Italian merchants also traded with the Arabs and the Turks. They kept storehouses in the cities of Egypt and the Holy Land. They also had storehouses in Constantinople, on the shore of the Black Sea, in what is now Turkey. In these trading cities the Italian merchants exchanged lumber, wheat, and wine for jewels and pepper from India, sugar and cotton from Arabia, porcelain and silk and tea from China, and spices





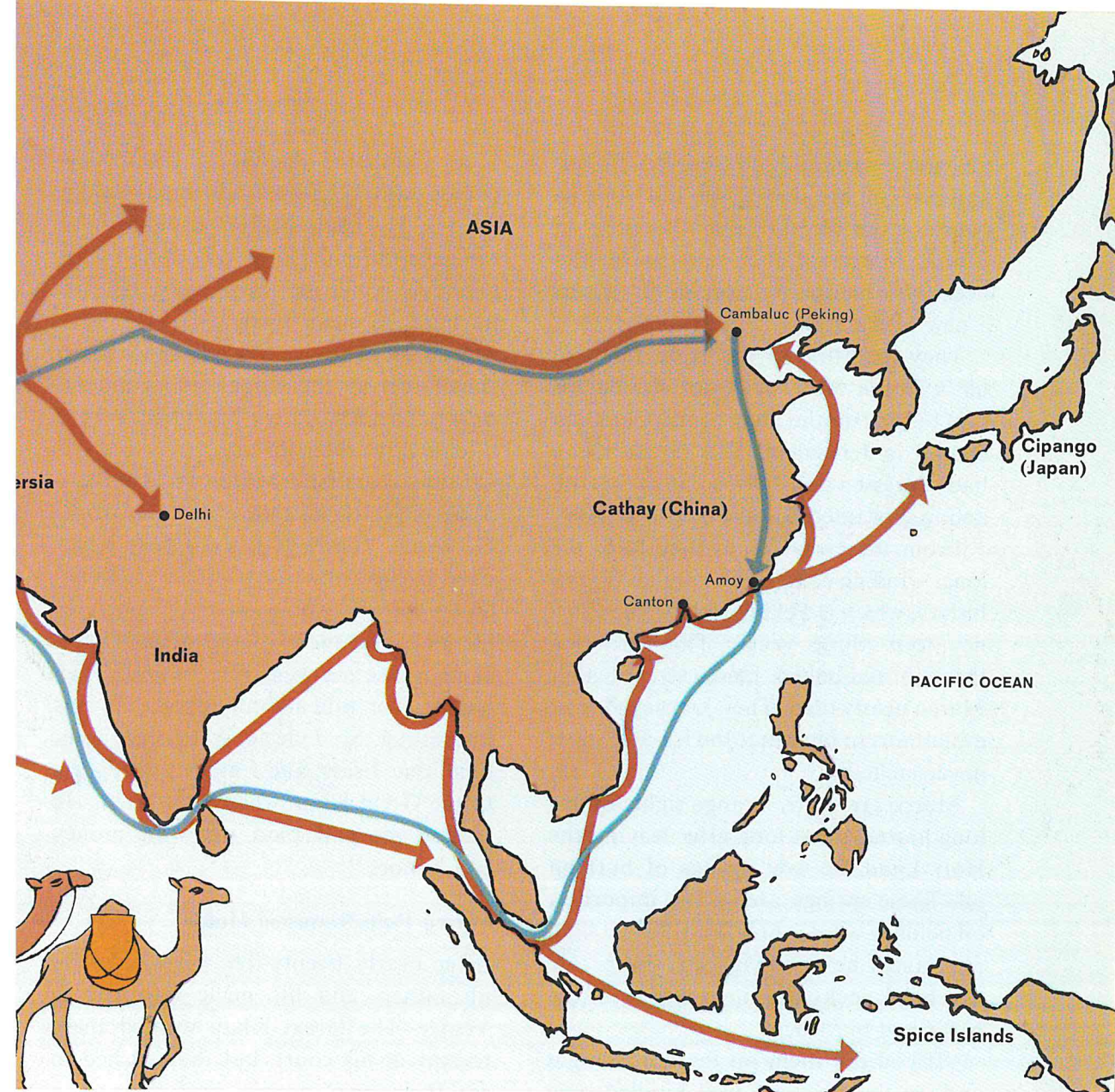
from the Spice Islands of the Pacific Ocean.

These goods from Asia were taken to Venice and Genoa. From there Italian merchants carried them over the Alps to France and Germany. Later, after 1300,

the merchants carried them by ship through the Strait of Gibraltar to Belgium, Holland, and England.

The rich trade between the Italian cities and Asia aroused the interest of many Europeans. They wished to see the





land and the people from which these wonderful goods came. So a number of travelers went eastward. A priest who traveled to Asia hoped to teach Christianity to the rulers of Asia. Other men sought in Asia goods to sell at home.

## MARCO POLO VISITED THE EAST

Among the most famous travelers to Asia was Marco Polo, who was born in Venice. In the year 1271, when he was



seventeen years old, Marco, his father, and one of his uncles set out for the court of the Great Khan, the ruler of China. Marco's father and uncle had been there before, but for Marco it was a new experience.

They went first to the Holy Land to fill a bottle with oil from the lamps that burned on the altar of the Christian church in Jerusalem. The Great Khan had expressed a wish for some of this oil, and they wanted to take him a present.

From the Holy Land, they took the long, winding road to Cambaluc (kam'-bæluc), which is Peking today. The journey took three years. They traveled through sun-baked lands so hot that Marco nearly died. They journeyed over mountains so high that the ice and snow never melted.

Marco saw many strange sights on his long journey. Not long after leaving the Holy Land, he saw springs of burning oil. These springs are in the important oil fields of what is now Iraq. In the high mountains he saw bighorn sheep. He saw black rocks that men dug from the earth and burned.

"If you put them on the fire at night and see that they are well kindled, you will find them still burning in the morning. And they make such good fuel that no other is used throughout the country. It is true that there is plenty of wood also, but it is not used for fuel, because these stones burn better and cost less." This is the way Marco Polo described the first pieces of coal that he ever saw.

At Cambaluc the Great Khan welcomed Marco's father and uncle as old friends. He liked Marco at first sight. He gave the older men offices at court, where he could see them every day, for he liked to hear them talk. He gave Marco a job. It was Marco's business to travel over all the Khan's land and report to the Khan how his officials were attending to their duties.

Many years later Marco Polo wrote a book in which he told about his work. He wrote: "I saw that the Great Khan liked to hear how the people were living and what was going on in all parts of his land. But most of the officials who came to see me were very stupid. They hardly ever told me anything that was interesting. So I decided to keep notes of all that I saw, and I made full reports to the Great Khan when I returned. He trusted me and paid me with money and honors."

### Marco Polo Returned Home

After nearly twenty-five years, Marco, his father, and his uncle returned to Venice. The Great Khan wanted them to stay at his court, but they wished to see their own people and their own country.

When they reached Venice, no one recognized them at first. It was hard to make people believe their stories of the wealth of the East. The Polos decided to give a banquet. While the guests were at the table, they brought in their old traveling clothes and ripped a fortune in



jewels from the pockets and seams. People knew then that the Polos had been to a very rich country.

We know of the travels of Marco Polo because he wrote a book. A few years after his return, Marco was captured in a war between Venice and Genoa. While in prison, he told other prisoners stories of his travels. One of the prisoners wrote down what he said.

All books in those days had to be written with pen and ink. This was 150 years before the people of Europe learned how to print books. Marco's book was so interesting that many copies were made. About 1450, when the printing press was invented, this marvelous tale of Marco's was one of the first books to be printed. People who read the book learned about the size and beauty of the Eastern cities. They also learned about the wealth of trade carried on in the markets of Asia.

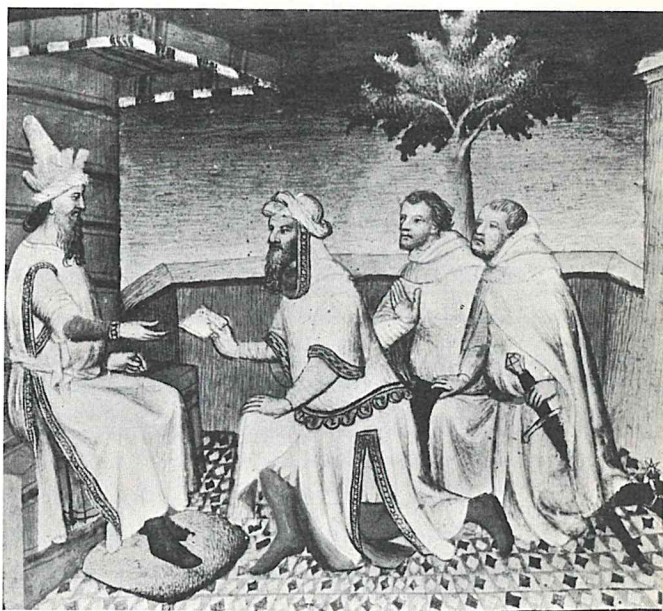
## PORTUGAL LOOKED FOR A ROUTE TO ASIA

**19** Because of their strong fleets and their location in the Mediterranean, the Italian cities controlled the trade between Asia and the countries of Europe. The countries of Europe facing the Atlantic Ocean were unhappy with this arrangement. To get spices and other goods from Asia, countries such as Portugal and Spain had to depend on the merchants of the Italian cities. These Italian cities acted as middlemen in the trade.

## Portugal Sought a Route Around Africa

To free themselves from the control of the Italian merchants, Portugal, Spain, England, and other nations were eager to find a new and cheaper way to reach Asia. England, for example, sent an expedition around the north of Europe, but it failed when the explorers ran into icebound waters.

Portugal took the lead in the search for a new route around Africa. Its location directly facing the Atlantic Ocean and near Africa was an advantage. Living on the Atlantic taught the Portuguese many skills in sailing that were



Marco Polo kneels between his father and his uncle before the Great Khan of China. This picture is taken from a travel book of the 1300's.



useful on ocean waters. Living near Africa made it easy for Portugal to explore the western coast of that continent.

The people who lived in Portugal were free of quarrels when most other nations were at war. Portugal also had good leaders, especially Prince Henry the Navigator.

### **Prince Henry Taught Sailors**

Prince Henry was more a student of geography than a sailor. He had a palace on the western tip of Portugal, looking out upon the Atlantic Ocean. In his library were maps and books of travel. He hired mapmakers to make new maps whenever a traveler came home excited with news of a distant place. He had compasses and other instruments to aid sailors to find their way when out of sight of land.

Prince Henry set up a school for sailors in his palace, and taught the sailors all that he knew about geography. Then he sent them out in ships to explore the coast of Africa. He did not know how far the great continent stretched to the south, but he suspected that his ships must sail around it before they could get to the spices and other valuable products of the East.

Prince Henry had three aims when he started his school for sailors. First, he wanted to learn more about geography. Second, he wanted to find a way around Africa to Asia, so that Portugal could grow rich by trade with the East. Third, he wanted to send missionaries



**Prince Henry the Navigator**

to new countries to spread the Christian religion.

Year after year the ships went out, and year after year the captains came back to tell Prince Henry that land still blocked the way to Asia. After each report, Prince Henry changed his maps to show how much farther the ships had gone.

### **A New Route to Asia Was Found**

Prince Henry died in 1460 when his sailors had gone less than half way down the coast of Africa. But the voyages did not stop. Captains trained in his school kept up the search, and finally, in 1488, Bartholomew Diaz (bär thol'ō mū dē'ās)



sailed around the tip of Africa. The tip of Africa was called the Cape of Good Hope because the king of Portugal hoped that it was the new sea route to India. In November, 1497, Vasco da Gama (vās'kō də gam'ə) sailed around it to India. A new route to Asia had been found.

The map of the world was filling out on the east and south, but it remained blank toward the west. The mapmakers knew nothing of the discoveries of the Norsemen, made centuries earlier.

### The Main Points in This Chapter

1. The Norsemen discovered America about the year 1000.
2. The Norsemen stopped going to America, and their discoveries were forgotten.
3. By means of the Crusades and the accounts of travelers such as Marco Polo, the people of Europe learned about the riches of Asia.
4. The Italian cities controlled this rich trade between Asia and Europe because of their location.
5. To free themselves from the middlemen merchants of the Italian cities, the countries along Europe's Atlantic coast searched for new routes to Asia.
6. Portugal took the lead in this search and found a new route to Asia by sailing around the southern tip of Africa.

### What Comes Next in the Story

Spain, in searching for another route to Asia, sends out Christopher Columbus, who finds America.

### TO HELP YOU UNDERSTAND

1. List the important people who have been discussed in this chapter. After each name, write an interesting fact you have learned about the person.
2. Imagine that you were a member of Leif Ericson's crew that sailed across the Atlantic Ocean to Vineland. Describe the country you saw as you would have described it on your return home.
3. Select from the library a book to read about the Norsemen or the Crusades. Report on the book you selected.
4. Make a list of products the people of Europe obtained from Asia. Tell why each product was valuable to them.
5. Select a committee to begin a historical dictionary. Talk over with your classmates the words that you wish to enter in the dictionary. Include such words as Vikings, Norsemen, saga, Skraelings, Crusades, Great Khan, navigator. Include also words from Chapter 1.
6. Use reference books for more information about the life of Marco Polo. Prepare and give a report about him.

#### Books to Read

Aulair, Ingri and Edgar Parin d'. *Leif the Lucky*.

Buehr, Walter. *The Crusaders*.

Thorne-Thomsen, Gudrun. *East o' the Sun and West o' the Moon*.

Walsh, Richard J. *Adventures and Discoveries of Marco Polo*.







## CHAPTER 3

# COLUMBUS DISCOVERED A NEW WORLD

Why did Columbus explore for Spain?  
Why did Columbus sail west from Europe instead of following the example of the Portuguese who sailed along the coast line of Africa?

How did Columbus's early experience help him in his voyage of discovery?  
Why were the new lands called America?  
This chapter answers these questions.

### COLUMBUS PREPARED FOR EXPLORATION

Christopher Columbus was born in Genoa, Italy, in 1451. His father was a

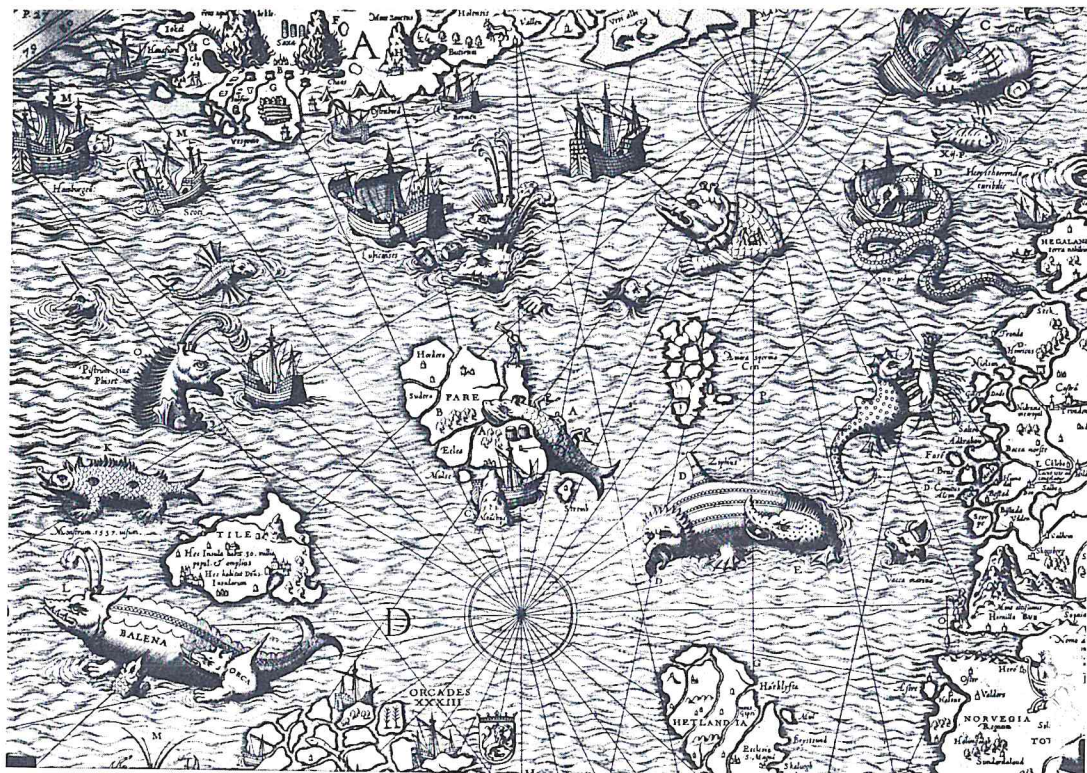
**In 1492, holding a sword and the flag of Spain, Christopher Columbus claimed an island in the New World. He thought he had reached Asia.**

weaver who made woolen cloth, although he sold cheese and wine as well. Christopher and his younger brothers helped by combing the wool and washing it before their father wove it into cloth. When Columbus became a young man of sixteen or seventeen, he took care of some of his father's business. Even at that age, his red hair, blue eyes, and freckled face made people notice him.

As a boy Columbus did not attend school regularly. When he was older, he learned to write the Portuguese and Spanish languages. Columbus learned Latin after he became a man. To learn about geography and science and to read a book such as the one written by Marco Polo, a person needed to know Latin.

Columbus spent much time studying books, and he became especially





Artists of Columbus's time often decorated their maps with fearful sea serpents.

interested in maps. He often used his skill in drawing maps to make a living.

We do not know exactly when Columbus first went to sea. He probably began to sail on ships that journeyed from one large port to another when he was about twenty years old. We do know that he served on Portuguese ships that sailed far down the coast of Africa. We also know that he made at least one trip to Iceland.

Then Columbus settled down for a few years in Portugal to study geography. He married a daughter of one of Prince Henry's captains, and she brought him many of her father's maps. Columbus and his wife went to live on

an island near the African coast. There he studied his maps and he studied the sea, and he began to think seriously about the idea that it was possible to reach the East by sailing west.

The idea did not begin with Columbus. Educated men of the time did not agree with the old belief that the world was as flat as a desk, and that a ship sailing too far out on the unknown seas would fall off the edge. They believed instead that the world was round like a globe. If this were true, they said, a ship sailing westward part way around the world should be able to reach Asia. Christopher Columbus was to spend his whole life trying to prove this belief.



## Columbus Sought Help in Portugal

Columbus tried first to get ships from the king of Portugal. He reminded the king of Marco Polo's story of the riches of Cipango (Japan), which Polo had said was about a thousand miles to the east of the coast of Cathay (China). This meant, Columbus believed, that Cipango was separated from Europe by an ocean only 2,500 miles wide. Actually, more than 10,000 miles of water separated Portugal from Japan.

To support his belief, Columbus listed several known facts:

For one thing, he said that sailors had found floating in the ocean pieces of

wood that had been chipped by stone tools. They did not come from Europe, because Europeans used tools that were made of iron.

Secondly, pieces of giant cane had been found floating in the Atlantic. Each piece was large enough to hold a gallon of water. No such cane grew in Europe.

Finally, said Columbus, two dead men had been washed ashore on an island near the African coast. They had broad, flat faces like the people that Marco Polo saw in the East.

The king of Portugal listened carefully, and he treated Columbus cordially. However, the king's advisers reported that Columbus's figures on the size of



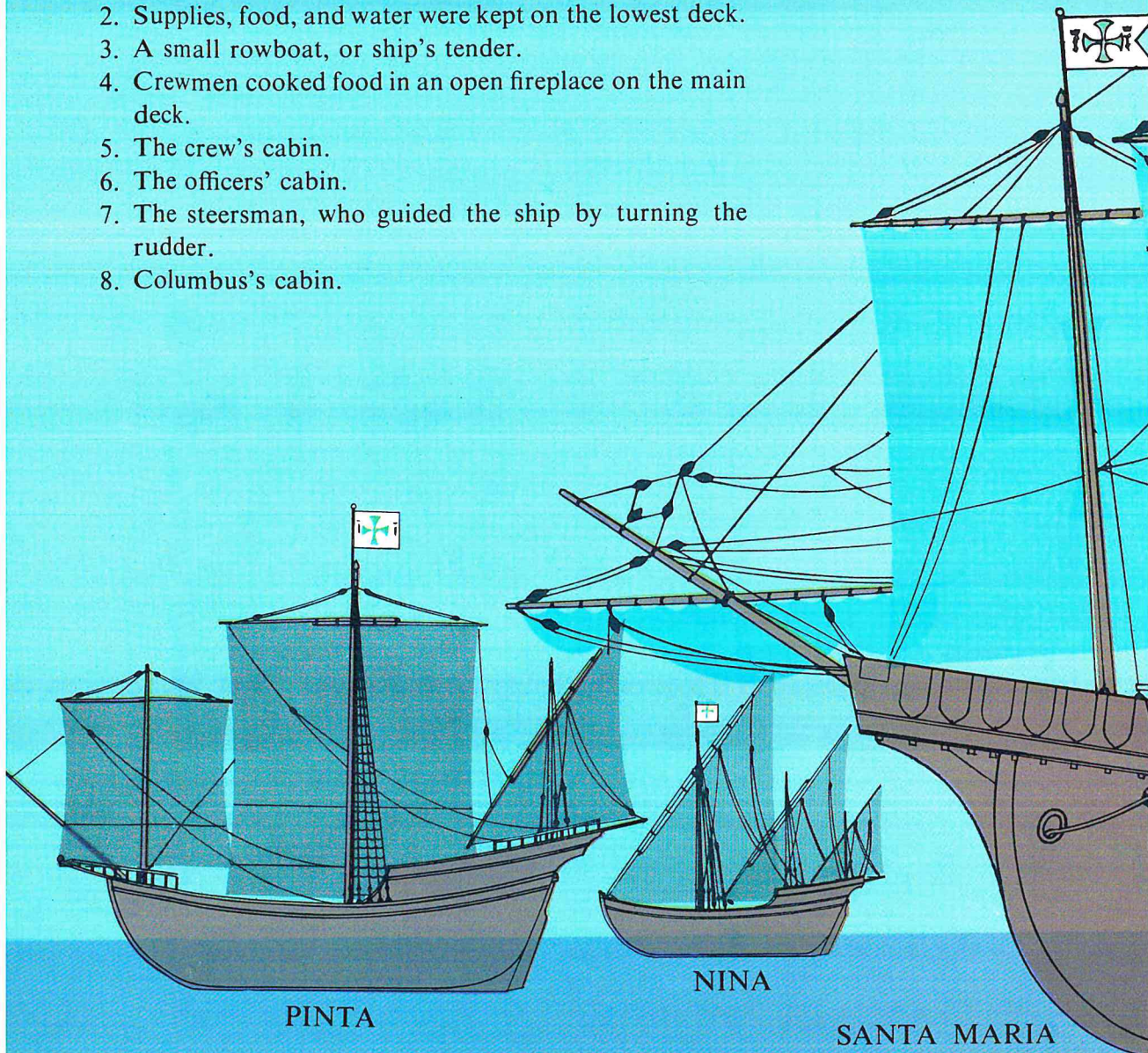
Scholars such as this one supported Columbus's plan to reach Asia by sailing west.



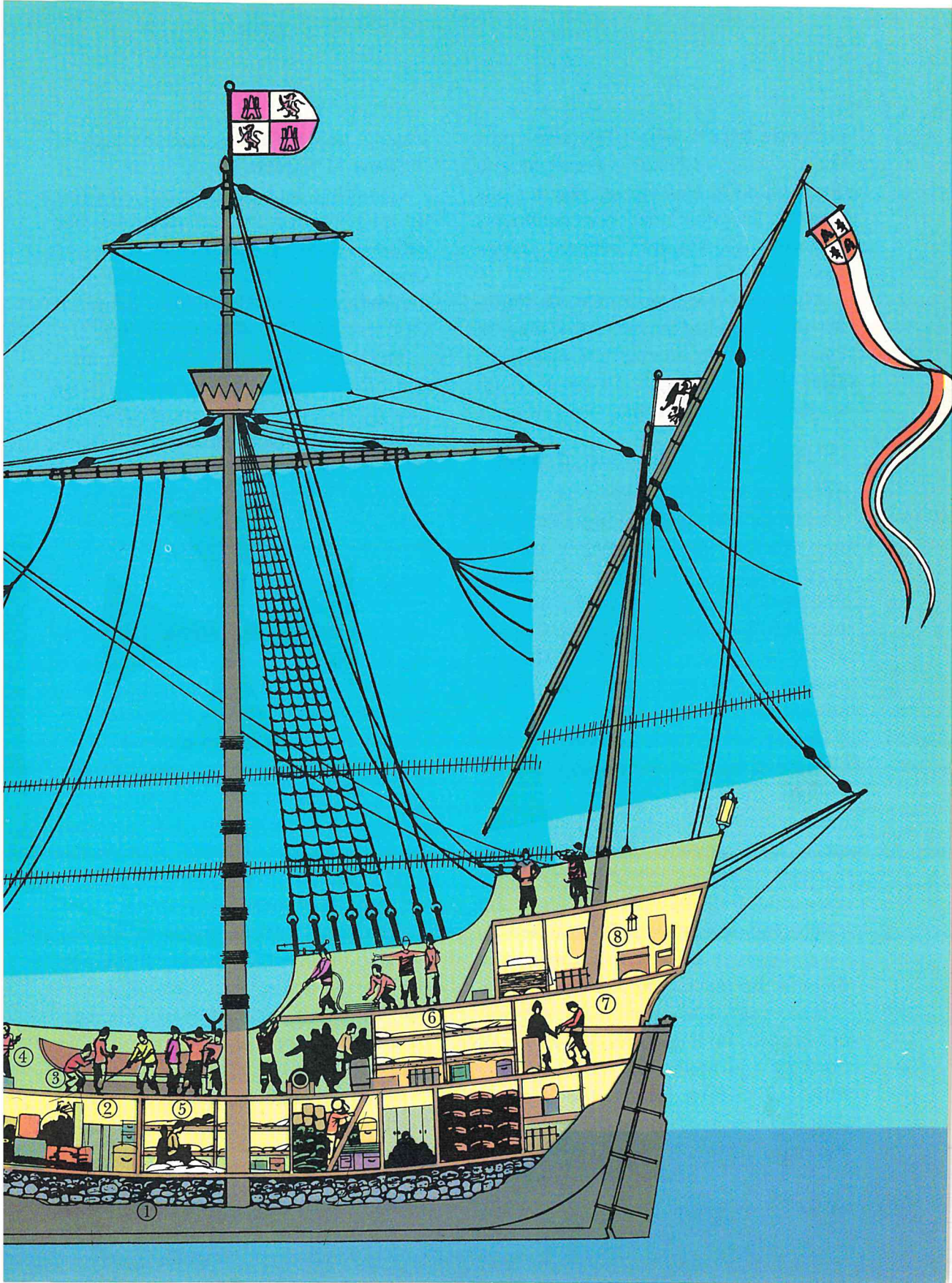
## THE SHIPS OF COLUMBUS

Christopher Columbus set out on his historic voyage in 1492 with three ships. He himself sailed in the biggest of the three, the *Santa Maria*, which was about one-third the length of a football field. The main features of the *Santa Maria* are numbered in the cutaway picture.

1. The vessel's bottom was filled with stone, or ballast, so that it would not tip over.
2. Supplies, food, and water were kept on the lowest deck.
3. A small rowboat, or ship's tender.
4. Crewmen cooked food in an open fireplace on the main deck.
5. The crew's cabin.
6. The officers' cabin.
7. The steersman, who guided the ship by turning the rudder.
8. Columbus's cabin.









the world were incorrect. We know now that the king's advisers were right and that Columbus was wrong. But no one knew at the time that two continents lay where Columbus believed Japan was located.

After Diaz's voyage around the southern tip of Africa in 1488, the king of Portugal lost all interest in Columbus's ideas. Portugal had found the new all-water route to Asia it had been seeking.

### **Columbus Went to the Court of Spain**

Columbus traveled to Spain to present his plan to its rulers, King Ferdinand and Queen Isabella. Several of the king's officials befriended Columbus. One Spanish noble was willing to provide ships for Columbus, but he was unwilling to take this step without the permission of the king and queen. They refused permission.

Finally, after twice refusing to help Columbus, the king and queen agreed to support him. This time, however, Columbus insisted that he be made governor of all the new lands that he might discover. Then he said that he must have one-tenth of all the gold and silver and jewels and spices that he planned to bring back to Spain. The rulers said this was too much, and the talks ended.

Many years had passed while Columbus begged for help from the rulers of Portugal and Spain. By then he was a white-haired man, poor, disappointed, and ill. These years were the most difficult in his life, but he would not give up.

Finally, he decided to seek the help of the king of France.

Columbus had traveled only a short distance toward France when he was called back to the royal court of Spain. Queen Isabella had been persuaded by an adviser that much could be gained at little risk by supporting Columbus.

The queen decided to help Columbus. She offered to use her jewels to raise money, but this was unnecessary; the money was taken from the royal treasury. Columbus himself borrowed some money to help pay for the voyage.

### **COLUMBUS SET SAIL FOR THE WEST**

With only three tiny ships, Columbus set sail on one of the bravest voyages that a man has ever undertaken. Wise men said the earth is round; but Columbus risked his life to prove it.

It was not easy to get crews for the ships. Sailors feared that the winds might carry the ships out to sea and they would be unable to catch a favorable wind to return. Some sailors were doubtful about the world being round.

Columbus was fortunate in getting the help of important people at the port of Palos, in Spain, where the ships were being prepared for the voyage. The support of these people helped Columbus persuade ninety men to join his crew.

About a half hour before sunrise on Friday, August 3, 1492, the three little vessels, the *Niña* (nē'nyə), the *Pinta*



(pēn'ta), and the *Santa Maria* (san'tə mə-rē'ə), slipped out of the harbor at Palos. Shortly after eight o'clock, the sails caught a good sea breeze. The order was given to set a course for the Canary Islands. On August 9, the islands were in sight. After taking on fresh supplies and repairing the rudder of the *Pinta*, Columbus set his course for the western sun.

The captain of a ship keeps a record, or log, of the day's happenings. The log includes a record of the ship's position at a certain time each day. Columbus kept two logs, a secret one for himself and a regular one for the crew. He feared that if the crew really knew how far they had sailed from Spain they would refuse to go on.

Each night Columbus wrote in the log. After several weeks, he wrote of floating weeds and of other signs that land was near, but he and his crew were disappointed not to find land. The crew was getting restless and the men threatened to make Columbus return to Spain. On October 7, after more than two months at sea, Columbus sighted a flight of birds and changed course to follow them.

### Land Was Sighted

On Friday, October 12, 1492, at two o'clock in the morning, a sailor suddenly sighted land in the moonlight. At daybreak, Columbus found that they had reached a little island. He named it San Salvador (san sal'vədôr).

China was still thousands of miles away, but Columbus thought he had

reached Asia. The men were overjoyed. They believed that soon they could reach out their hands and fill them with gold and jewels and spices. Each man believed that he would become as rich as a king.

Columbus landed, raised the Spanish flag, and claimed the island for Spain. The people on the island were friendly but poor. The scenery was beautiful. Flocks of gaily colored parrots chattered in the trees, but there were no great cities, no precious stones, and only a little gold.

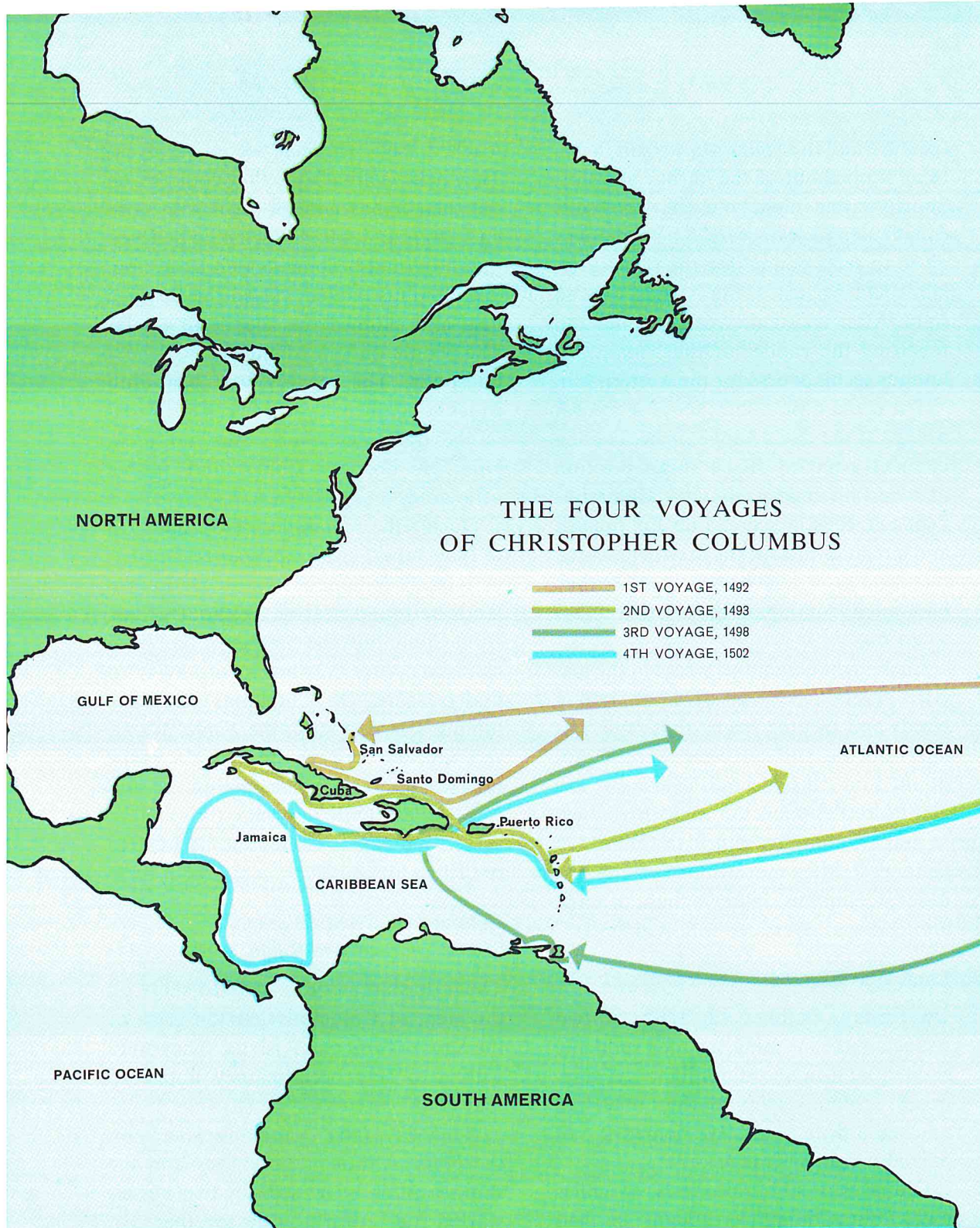
During the remainder of October, all of November, and nearly all of December, 1492, Columbus explored other islands he found nearby. Without orders from Columbus, the captain of the *Pinta* changed course in order to slip away to find treasure. On Christmas day, Columbus's largest ship, the *Santa Maria*, was wrecked on a reef because the sailor who was supposed to be guiding the ship was careless. Only the *Niña*, the smallest vessel, remained. Columbus decided to return to Spain.

### Columbus Carried the News of His Discovery to Spain

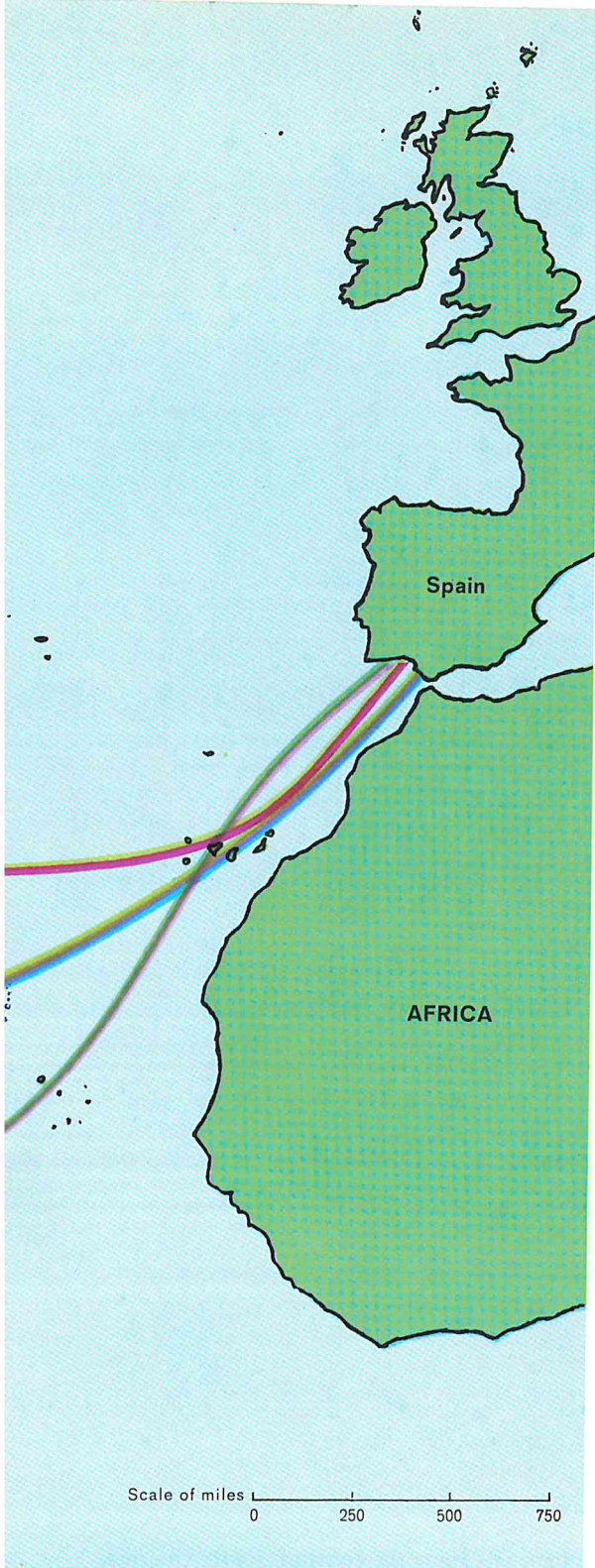
The little ship was too small to carry all the men, so Columbus left the crew of the *Santa Maria* on an island. They were willing to stay because they hoped to find gold.

A few days later Columbus came upon the *Pinta*. Although Columbus and the ship's captain quarreled, the two vessels started the return voyage together. On









the way a terrible storm came up and separated the ships.

Columbus feared that both of them would be lost. He wrote a report of his discovery and sealed it in a watertight cask. If the ships sank, the cask would float, and someone some day might find it. It was all that he could do to make known the results of his voyage.

Fortunately, both vessels survived the storm, and Columbus lived to tell his marvelous story to King Ferdinand and Queen Isabella. They paid him great honors and treated him royally. They would not permit him to stand in their presence, but seated him near the throne like a great noble; and when the king rode in the streets, Columbus rode at his side.

### **Columbus Described the New World**

Although he did not know it, Christopher Columbus had discovered the New World. He described the land as "very green and fertile, the climate very mild. I have never seen such a beautiful place, with trees bordering the rivers, handsome, green, and different from ours, having many fruits and flowers. There are many birds, which sing very sweetly."

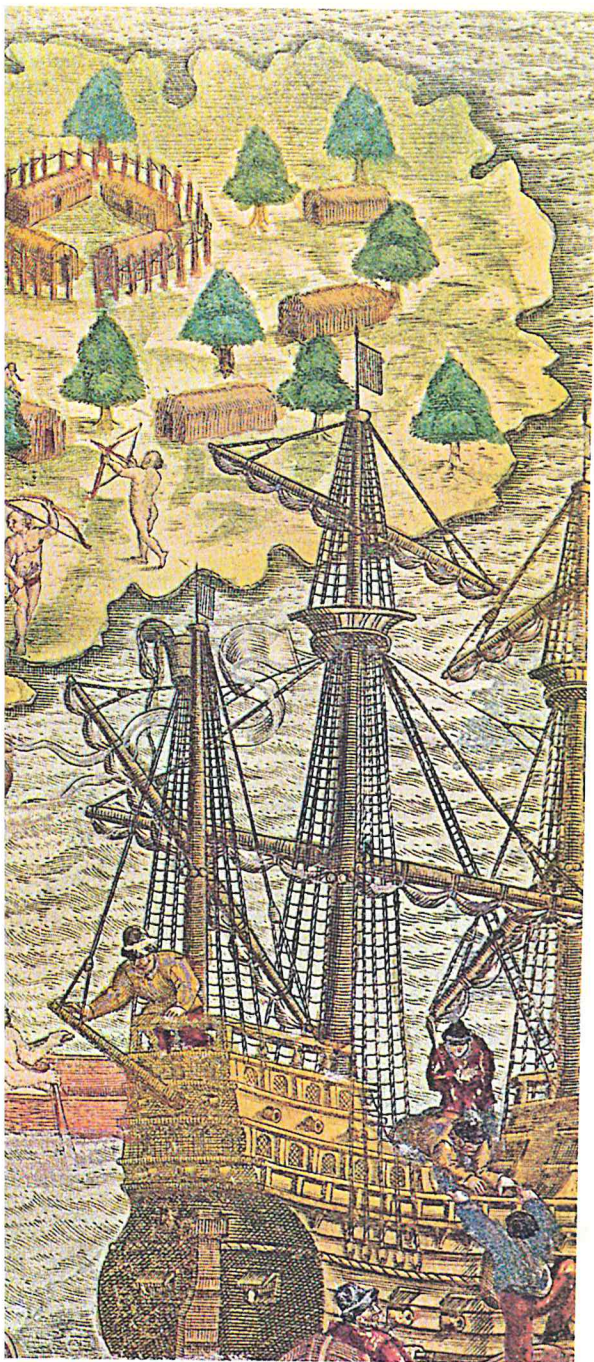
The people that came to greet him, Columbus said, were "so much our friends that it was marvelous to see. Their hair is short and coarse, almost like the hairs of a horse's tail. Some paint themselves white, others red, and others of what color they find. Some paint their faces, others the whole body,





On Columbus's third voyage, his men sought pearls along the coast of South America.





some only around the eyes, others only on the nose. They neither carry nor know anything of arms, for I showed them swords, and they took them by the blade and cut themselves.

“They brought cotton thread, parrots, darts, and other small things, and they gave all in exchange for anything that may be given to them. I took trouble to find out if there was gold. I saw that some of them had a small piece fastened in a hole they have in the nose, and by signs I was able to make out that to the south there was a king who had great cups full.”

Columbus went on to describe the yam, or sweet potato, a food he and his men had never seen before. He also told about the Indians smoking tobacco, a sight that was new to him.

But always Columbus's thoughts turned to that mysterious king with cups full of gold that the natives had described. Surely the rich lands that Marco Polo had described must be just over the horizon.

Columbus was so sure that the islands he had discovered were near India that he called them the Indies, and the people who lived there he named Indians. To-day these islands are known as the West Indies, and the original inhabitants of the New World are still called Indians.

### **Columbus Returned to the West Indies**

All was now joy and excitement in Spain. The king and queen thought that their country would become the richest in the





Amerigo Vespucci

world—which it eventually did. Great nobles and rich merchants begged Columbus to take them to the Indies.

Columbus's second voyage in 1493 was different from the first. There were seventeen ships, crowded with men and horses, cows and tools. Columbus wanted to build towns and develop farms on the islands to hold the land for Spain. He took 1,500 men with him. On the second voyage and again on the third and fourth voyages, Columbus discovered other islands. He even explored a part of the coast of what we now call South America and Central America. But he never saw the mainland of North America.

Columbus found a few pearls and some gold, but he did not find the splendid cities of Asia, rich in diamonds and

rubies and gold and spices, that Marco Polo had described. Only on his third voyage did he begin to suspect that he had found a new continent instead of Cipango or Cathay or India.

King Ferdinand and Queen Isabella became angry when Columbus was unable to fulfill his promises to bring back rich treasure to Spain. His honors were taken away. During the last few years of his life Columbus was disappointed and discouraged, but he was not poor. He received a part of the treasure that others were beginning to find in the New World.

However, Columbus died without knowing that he had opened new continents for the use and enjoyment of many people, one of the greatest discoveries of all time.

## THE NEW WORLD WAS NAMED AMERICA

Many other explorers sailed to the new lands after Columbus had found them and pointed out the way. Among these explorers was an Italian, Amerigo Vespucci (ə mer'ə gō ves pū'chi). Amerigo wrote a letter to a friend, and in the letter he told in an interesting way what he had seen and done in the New World. Although Amerigo's account was not accurate, it brought him fame when the friend had the letter printed.

Two young teachers in a little school in France, who were writing a geography book soon after Columbus died, read



the letter. They decided to call those new lands America, because Amerigo had described them so well. And so they used the name in their book. It would have been fairer to Columbus to give the name Columbia to the lands that he discovered.

### The Main Points of This Chapter

1. Christopher Columbus believed it was possible to reach Asia by sailing westward from Europe.
2. Columbus studied books and maps and made voyages to Africa and Iceland.
3. Columbus failed to get help from the king of Portugal to carry out his plan, but Queen Isabella of Spain finally was persuaded to give Columbus money for three small ships.
4. Columbus, in command of the *Niña*, the *Pinta*, and the *Santa Maria*, sailed westward across the Atlantic Ocean for more than two months and finally came upon islands that today are called the West Indies.
5. Although Columbus made three additional voyages looking for the riches of Asia, he never learned for sure that he had found a New World.
6. After Columbus died, two teachers who wrote a geography book named America after Amerigo Vespucci.

### What Comes Next in the Story

Explorers prove that Columbus had found a New World and that the East could be reached by sailing west.

### TO HELP YOU UNDERSTAND

1. Plan and present a dramatization of Columbus at the court of Spain.
2. Imagine that you are a navigator who lived in 1490. Prepare a talk to convince your class that the world is round.
3. Write a report on how the work shown in the picture on page 45 changed maps such as the one shown on page 44.
4. Add the new words from this chapter to your historical dictionary.
5. Write a story about the picture on page 42. Look at the picture carefully to decide what is happening and what you imagine the men are thinking.
6. List the things that Columbus did to prepare for his first journey westward.
7. Read a book about Columbus. Report on the most interesting event.
8. Study the map on pages 50–51. Show each voyage on a wall map or on a globe. Tell about each voyage.
9. Write briefly about what you think the artist who made the picture on pages 52–53 wanted to tell.

### Books to Read

Dalgliesh, Alice. *America Begins: The Story of the Finding of the New World*.  
Dalgliesh, Alice. *The Columbus Story*.  
Weir, Ruth. *Christopher Columbus*. "Real People Series."







## CHAPTER 4

# BOLD MEN PROVED THAT AMERICA WAS A NEW WORLD

What happened in the West Indies after  
Columbus discovered America?

How did a Spanish explorer find a new  
ocean?

What happened to prove that Columbus  
had found a new world?

This chapter answers these questions.

### BALBOA DISCOVERED A NEW OCEAN

After Columbus's discovery of America,  
Spain started settlements on several is-  
lands of the West Indies—Cuba, Santo  
Domingo (san'tō də ming'gō), Puerto

**Although Columbus found little gold in the  
New World, later Spanish adventurers ob-  
tained some gold from Indian ornaments.**

Rico (pwer'tō re'kō), and Jamaica (jə-  
mā'kə). Men wishing to farm the land  
and men seeking adventure and riches  
came to live in the settlements.

One of the young adventurers who left  
Spain for the West Indies was named  
Vasco Nuñez de Balboa (väs'cō nü'nyās  
dā bal bō'ə). He settled in Santo Do-  
mingo, using captive Indians to help him  
grow sugar on a large farm called a  
plantation.

But farming was too dull for Balboa;  
he wanted always to be doing something  
exciting. One of his friends said of him  
that "he could never be still even while  
his bread was baking."

One day Balboa learned that a vessel  
was to sail to the land that Columbus  
had seen on his final voyage. This was  
the country that we now call Panama,



in Central America, where the Panama Canal is today. Balboa wanted to sail with this ship, but he owed some merchants a great deal of money. He was sure that the merchants would arrest him if they knew that he was leaving.

Secretly, Balboa arranged to get on board the ship without letting the captain know. He climbed into a large barrel with his dog and his sword, and a friend nailed the barrel shut. The barrel was loaded on the ship, just as though it were another barrel of flour needed for the voyage. This was the beginning of a life of adventure for Balboa.

When the ship was at sea, Balboa knocked the top off the barrel and reported to the captain. The captain was angry and said that he would put Balboa ashore on the first island he saw. Balboa and the captain became bitter enemies. But after the ship reached land, the men rose against the captain and chose Balboa to lead them.

### **Balboa Heard of a Land Rich in Gold**

Balboa led his men to a place in Central America not far from where the Panama Canal now begins. There he fought a battle with Indians and captured a chief who brought him much gold. Later the chief became friendly, and Balboa married his daughter.

Seeing that the Spaniards were always hunting more and more gold and that they were never satisfied, an Indian told Balboa of a country where there was gold everywhere. There was so much

gold, in fact, that the people even used it to make cups, dishes, and cooking pans. If Balboa would go there, the Indian said, he could find all the gold that he wanted.

The Spaniards were excited by the Indian's story. They wanted to start at once, but Balboa held them back. He was afraid that the Indian might not be telling the truth.

"Where is this land?" he asked, "and how do you know that gold is there?"

The land lay far to the south, the Indian replied. It was on the coast of an ocean as large as the one the Spaniards had crossed. If the Spaniards wanted to go there on foot, said the Indian, they must cross high mountains and wide, swift rivers. If they wished to go on ships, they must first cross the narrow neck of land on which they stood. On the other side they could build ships and then sail southward for many days. The Indian insisted that he spoke the truth. He and his people had heard many times of the wonderful land of gold. He told Balboa of a man who was once a prisoner there and had seen the great riches with his own eyes.

### **Balboa Sought the Pacific Ocean**

Balboa was not able to go at once to find the ocean that the Indian talked about. A storm destroyed the crops that the Spaniards had planted. Food became scarce, and the Spaniards almost starved.

After some months, however, conditions became better, and Balboa started





**Balboa's men put up a cross on the mountain peak where they first saw the Pacific.**

to cross the narrow neck of land, called an isthmus, that connects North America and South America. He took with him 190 Spaniards and several hundred Indians. It was a terrible march through swamps and jungles. Sometimes the men had to wade through the swamps, carrying their clothes on their heads to keep them dry. At other times they had to chop a path through vines and trees. Many of the men became ill. The exploring party could go only a few miles a day, yet Balboa would not turn back.

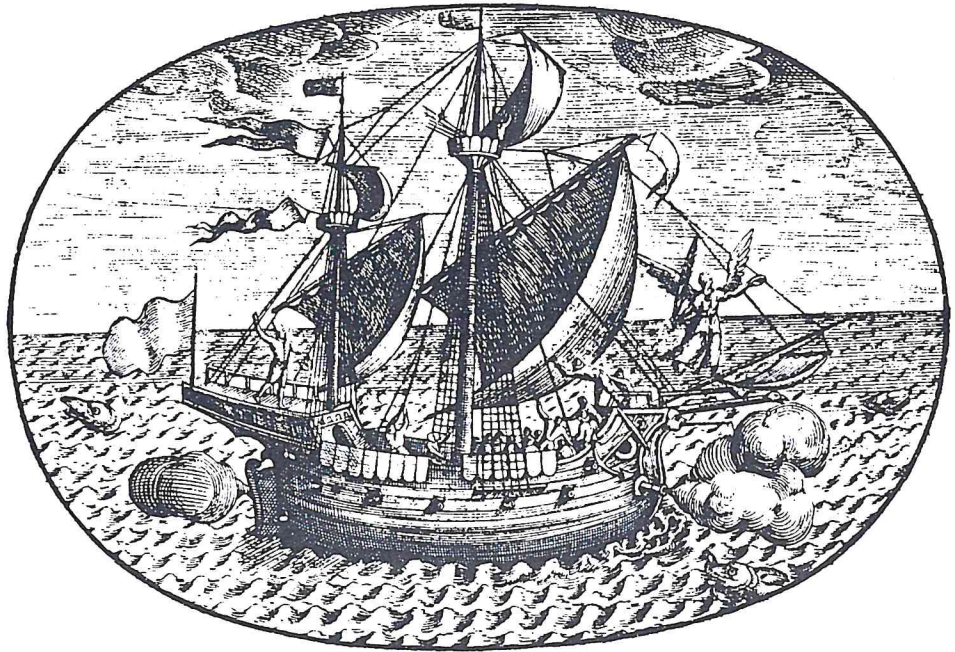
At last the Spaniards came to the foot of the ridge that runs along the isthmus, and Balboa climbed a little peak from which an Indian guide told him that he could see the ocean. It was ten o'clock on a September morning in the year 1513. The sky was clear. Balboa called to his men; led by a priest who was with

them, the men offered prayers of thanksgiving. Dressed in full armor, Balboa waded into the water until it came to his knees. With his sword in his left hand and the flags of the church and of the king of Spain in his right, Balboa named the ocean the South Sea because it lay to the south of where he stood. We call it the Pacific Ocean.

Balboa was the first white man who ever looked upon the eastern shore of this great ocean, and we say that he discovered the Pacific; but Marco Polo and other travelers had seen it long before, when they were in China.

Balboa built ships to sail south to see if the land of gold was there, as the Indian had said. But the voyage was never made. He quarreled with a Spanish official in the West Indies. After an unfair trial, he was put to death.





In this old drawing, an angel guides Magellan's *Victoria* on its voyage of discovery.

## AMERICA WAS PROVED TO BE A NEW WORLD

Another captain, Ferdinand Magellan (məjel'ən), was soon to sail across the Pacific Ocean, which Balboa, Marco Polo, and others had seen. Magellan had served the king of Portugal, making voyages around Africa to India and the Spice Islands. After learning of Balboa's discovery, he believed that he could find a water route, or passage, in the New World through which to sail from the Atlantic Ocean to the Pacific Ocean and reach Asia.

Magellan first offered to make the voyage to the East for the king of Por-

tugal. But Portugal already had a route around Africa, and the king was not interested.

Like Columbus, Magellan then turned to Spain, which was ruled by the young King Charles I, the grandson of King Ferdinand and Queen Isabella. Some of Charles's advisers did not trust Magellan because he was Portuguese, and they tried to persuade the king to have nothing to do with him. King Charles was only eighteen years old, but he made up his own mind. He put Magellan in charge of five ships to finish the search that Columbus had begun—to find the East by sailing west.

Magellan's little fleet set sail from



Spain in September, 1519. The ships were well-filled with food and clothing, for nobody knew how long the voyage might last. Magellan carried a large supply of goods to trade with the people that he expected to find. There were mirrors and brass bracelets and 500 pounds of beads. There were knives and fish-hooks and 20,000 little bells, and many other things that he thought the people would like to have.

The ships were none too strong for a long voyage. A Portuguese officer who was living in Spain wrote his king: "They are very old and patched, and I would be sorry to sail in them on even a very short voyage. Their sides are as soft as butter."



**Ferdinand Magellan**

However, Magellan had more trouble with his captains and his crews than with the worn-out ships that they sailed. On the coast of South America three of the captains wanted to go back to Spain, but Magellan persuaded them to continue. One of the vessels was lost by shipwreck.

### **Magellan Found a Passage to the Pacific**

After months at sea, Magellan found, near the southern tip of South America, a passage leading to the Pacific Ocean. This passage is now called the Strait of Magellan. While Magellan and his men explored the passage, which was dangerous because of rocks, strong winds, and high waves, one of the vessels slipped away in the night and returned to Spain.

With his three remaining ships, Magellan sailed out upon the great Pacific Ocean. His men begged him to return to Spain, but he would not turn back. "We promised the king to find the Spice Islands," he said. "Death henceforth to any man who speaks of our returning." They would go on until the sails rotted and the ships fell apart, he told the men. They would go on even if they had to eat rats and the leather in the rigging of the ships. They did go on, and they did eat rats and leather.

One of the members of the expedition wrote: "The biscuits we were eating could no longer be called bread; they were nothing but dust and worms." He told of eating sawdust and rats, and



pieces of leather “so hard that they needed to be soaked four or five days in the sea to make them soft. After that we boiled them to eat.”

Fortunately, the weather was good. One of the men wrote: “But for the grace of God in sending us such weather, we should all have died in this gigantic ocean.”

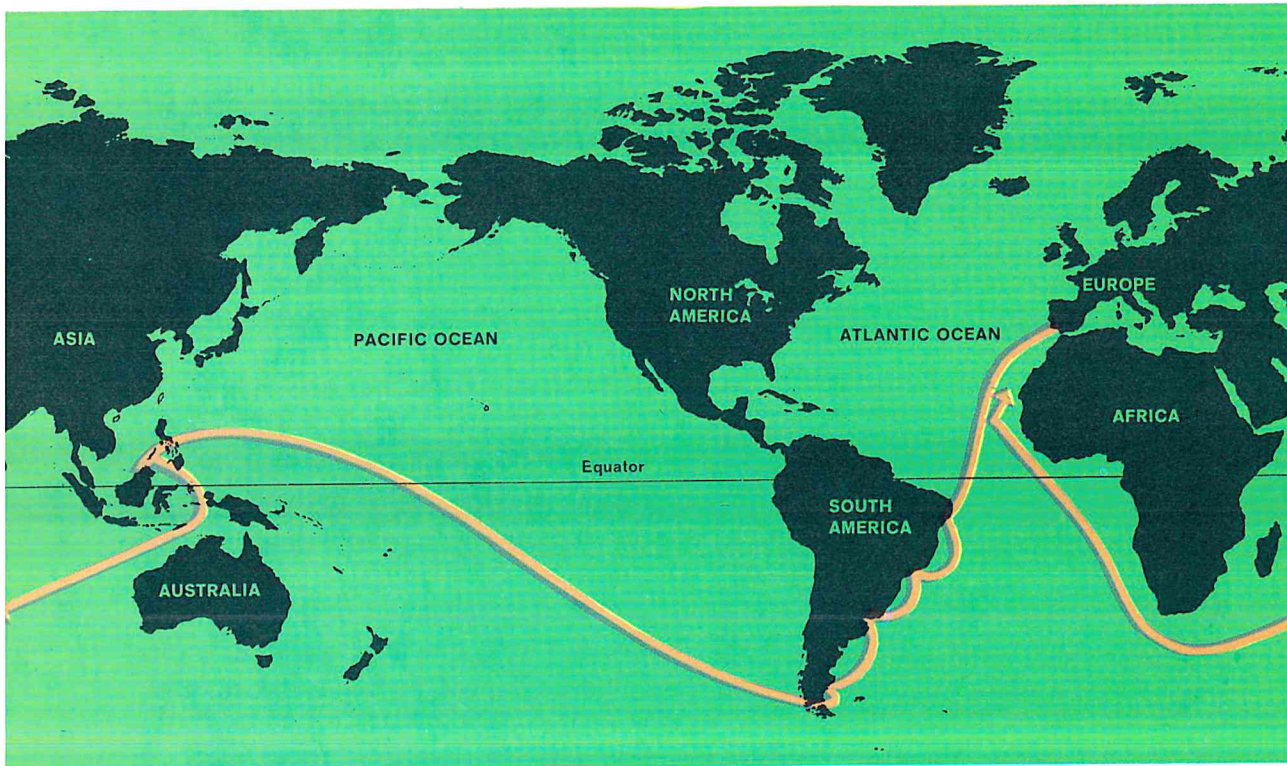
After crossing most of the ocean, Magellan reached some islands in the Pacific that today we call the Marianas (mar'i an'əs). With a new supply of water and food, the expedition sailed west to the Philippine Islands. At first the people there were friendly and kind.

Magellan took possession of the islands for Spain, and Spain held them for more than 350 years.

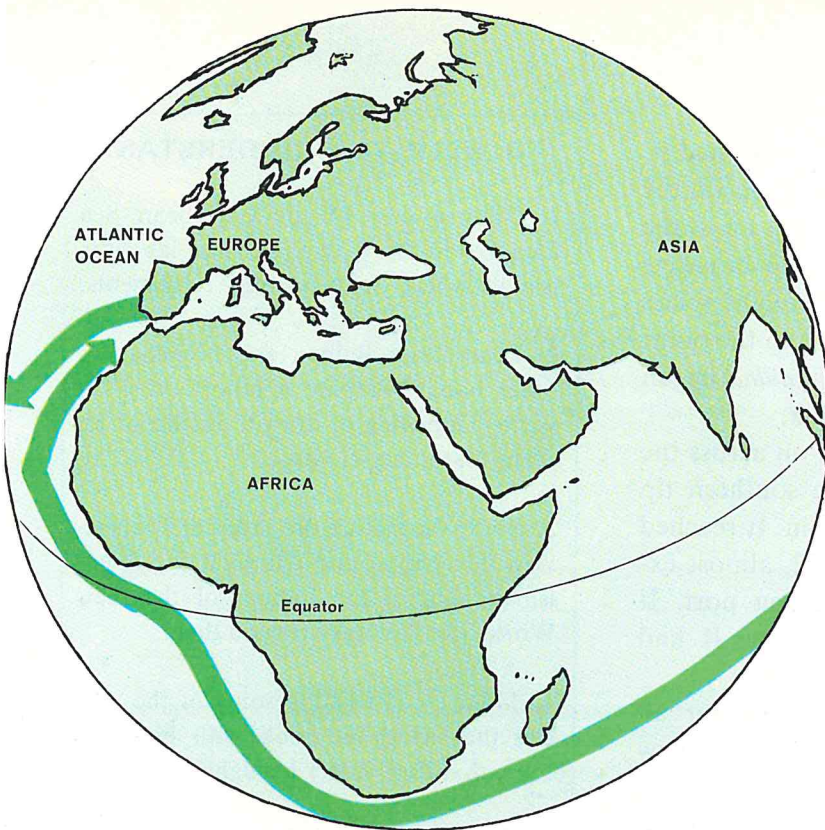
Before long, however, some of the people of the islands became unfriendly, and in a battle the brave captain was killed. Magellan had sailed two-thirds of the way around the world; he died almost in sight of the Spice Islands, which he had started out to find.

### One Ship Sailed Around the World

Soon after Magellan's death a third ship was lost. It became so rotten that the men no longer were able to use it. They loaded its cargo of trading goods on the

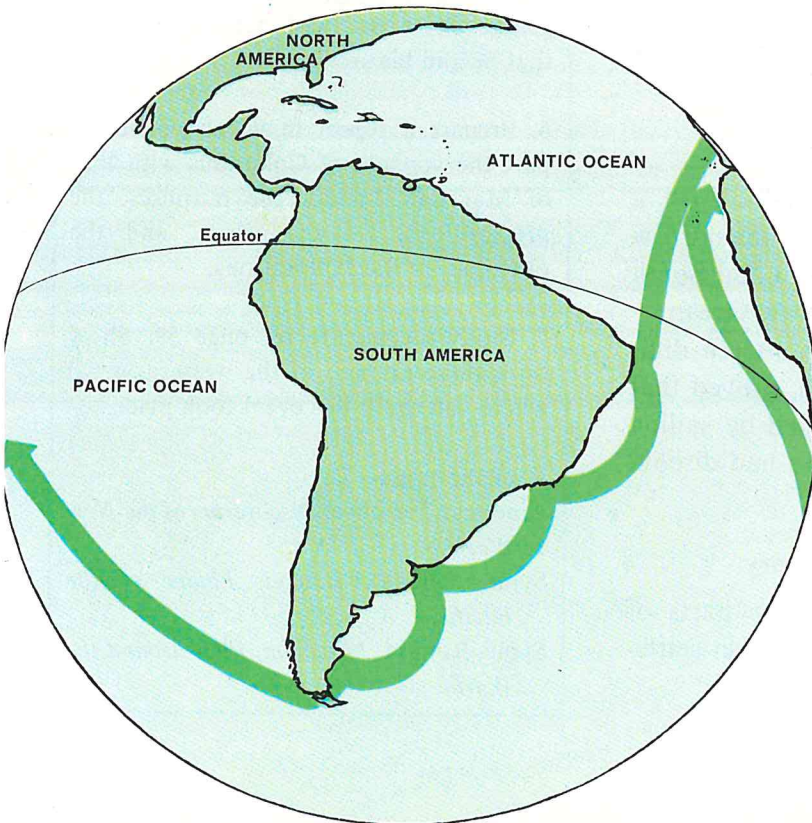






## THE FIRST VOYAGE AROUND THE WORLD

The around-the-world voyage of Magellan's ship *Victory* in the years 1519–1522 clearly proved that Columbus had discovered a New World. It also ended forever the old belief that the world was flat. The route of the *Victory* is shown at the left on the drawings of the globe. The great voyage is also traced on the world map on the opposite page. Such a map is, in effect, the surface of the globe laid flat. Maps and globes are two important tools for studying and understanding geography.





two remaining ships and then burned it.

With the *Victory* and the *Trinidad*, the remaining ships, the men went on to the Spice Islands. There, with their bracelets and beads and bells, they bought spices and loaded the ships almost to the point of bursting. In fact, the *Trinidad* began to leak so badly that it sank.

The *Victory* alone sailed on across the Indian Ocean, around the southern tip of Africa, and north to Spain. It reached home on September 8, 1522, almost exactly three years after leaving port. It was rightly named the *Victory*. It had sailed around the world.

The voyage proved once and for all that Columbus had discovered a New World, and that the East could be reached by sailing west. The honor of making the great voyage belongs to Magellan, who carried out the plan of Columbus.

### The Main Points in This Chapter

1. Hoping to find gold, Balboa led a small band of men across the narrow isthmus connecting North and South America to find the Pacific Ocean.
2. Magellan and his men, after a difficult but exciting voyage, proved that the East could be reached by sailing west and that Columbus had discovered a New World.

### What Comes Next in the Story

Spanish explorers claim large parts of America and start many Spanish settlements there.

### TO HELP YOU UNDERSTAND

1. Draw a map of the Caribbean Sea area. Put in the West Indies and label the islands where Spain started settlements.
2. Read about Balboa and Magellan in other books. Prepare a report on a favorite happening or draw a picture of an event that interests you.
3. Study the picture on page 56. Then review the chapter and tell what the Spanish thought of the Indians of the New World and how they treated them.
4. Make a chart listing some of the articles that Magellan took with him and some that the *Victory* brought back.
5. On a globe trace the voyage of Magellan. Point out and name the places that he and his crew visited.
6. Prepare a report in which you compare the voyages of Columbus with that of Magellan. Include the purposes, the preparations, the discoveries, and the outcomes of the explorations.
7. Study the picture on page 59. Show on a globe or map of the western world where you think this event took place.

### Books to Read

American Heritage. *Discoverers of the New World.*

Syme, Ronald. *Balboa, Finder of the Pacific.*

Syme, Ronald. *Magellan, First around the World.*



## ANOTHER LOOK AT UNIT 1

### Famous Names in History

Organize a committee to decide upon a list of important names in history from Unit 1. Select a secretary to write down these names. Let each one of the committee members choose a name from the list and write a short summary of the events that made the person famous. Make a chart of the names and the summaries.

### Play a Guessing Game

Write a sentence of important information about each one of the names in the list below. Take turns reading a sentence aloud without telling the place or the person to whom it refers. Choose someone in the class to give the correct name.

Santo Domingo	Cathay
Cuba	Prince Henry
Cipango	Queen Isabella
Jamaica	Marco Polo
Cape of Good Hope	Vikings
Panama	Vasco da Gama
Strait of Magellan	Balboa
Canary Islands	Magellan
Spice Islands	Vespucci

### Map Study

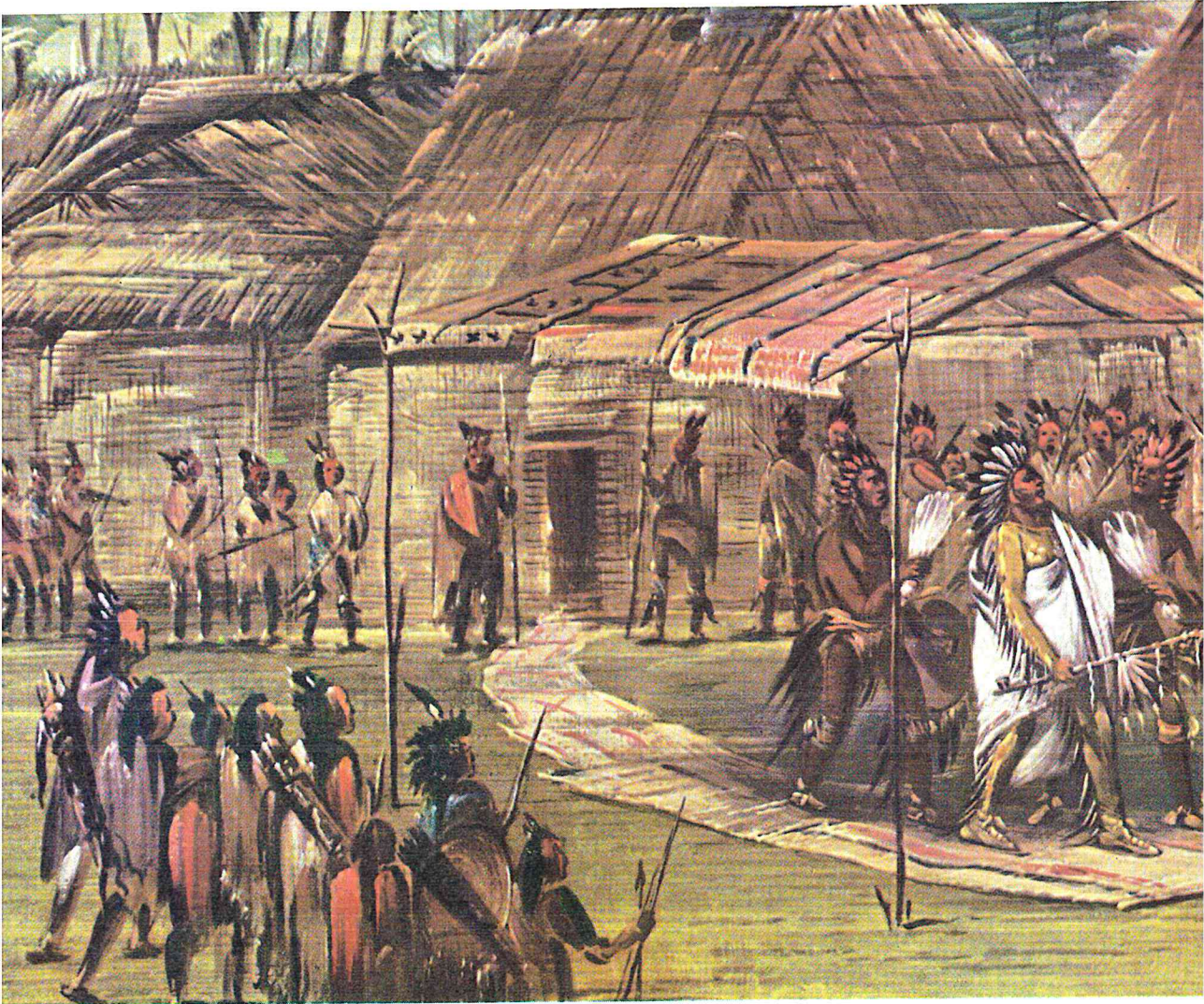
On an outline map of the world draw the routes of Da Gama, the first route of Columbus, and the route of Magellan. Use a different color for each route. Write on the map the names of the continents and the oceans.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line and prepare a report about it.

982	Norsemen discovered Greenland
1000	Leif Ericson reached North America
1066	William the Conqueror won England★
1096	Crusades began
1100	
1118	Knights Templars founded★
1152	Holy Roman Empire established★
1200	
1213	Genghis Khan began to conquer China★
1270	Crusades ended
1295	Marco Polo returned from China
1300	
1348	Black Death spread through Europe★
1381	Peasants' Revolt in England★
1400	
1418	Prince Henry began school for sailors
1430	Joan of Arc captured★
1450	Printing press invented
1488	Diaz sailed around tip of Africa
1492	Columbus discovered the New World
1498	Da Gama reached Asia
1500	
1513	Balboa reached Pacific Ocean
1519	Magellan began around-the-world voyage





# UNIT 2

## NATIONS EXPLORED AND SETTLED AMERICA

**UNIT THEME:** The New World was a prize that several nations of Europe sought to win.





**Among the Europeans who explored America was the Frenchman La Salle. He is shown here, wearing a red cape, meeting with Indian chiefs along the Mississippi River in 1682.**

The discoveries of Columbus and the successes of Balboa and Magellan gave Spain a head start in America. Other Spaniards came to explore, to conquer the Indians, and to begin settlements. Before long, much of North and South America belonged to Spain, which grew rich from the treasures found there.

Other nations wanted a share of the New World riches. In North America, Frenchmen found no gold and silver, but they carried on a profitable fur trade with the Indians. They also started settlements in what is now Canada.

England entered the race for the New World by sending ships to explore the coast of North America. Much later, Englishmen planted the settlement of Jamestown in Virginia. It was the seed from which grew the United States.







## CHAPTER 5

# SPAIN LED THE RACE FOR AMERICA

How did Spain keep first place in the race for America?

Where in America did Spanish explorers go?

What did these adventurers do for Spain and for Europe?

How did the Spanish make settlements in America?

This chapter answers these questions.

### SPAIN CONQUERED MEXICO

Balboa was not the only adventurer who sailed from the West Indies to explore new lands. In 1519, the same year that Magellan began the journey that carried

**This painting shows Cortes, riding the white horse at center, leading his Spanish army into the capital of the Aztec Indians in Mexico.**

a Spanish ship around the world, Hernando Cortes (kôr tez') set sail from Cuba to conquer Mexico for Spain.

Cortes had a small army of about 500 men, armed with guns, crossbows, swords, spears, and axes. He also had sixteen horses. Both horses and men wore armor as protection against the weapons of the Indians, who fought with bows and arrows and slings and spears.

The Indians who lived along the coast of Mexico were frightened when they saw Spanish soldiers. They were frightened because one of their legends said that an Indian god with fair skin would come to Mexico to rule the people. They thought Cortes might be that god.

The Indians were also frightened by the Spanish horses, because they had never seen such creatures before. To





**Above:** Aztec artists made jewelry by shaping gold into the figures of animals or gods. From left to right are a snake, a monkey, an owl, and one of the Aztec gods. **Right:** This wooden carving of the Aztec rain god is covered with colorful shells.

them, the horses were strange four-legged monsters with men growing out of their backs. When the Indians learned that Cortes was a man and not a god, and that the horses could be killed, they became less fearful.

Many different tribes of Indians lived in Mexico. A fierce tribe called the Aztecs (az'teks) was the most powerful group, and the Aztecs ruled most of the other tribes. The Aztecs lived in the central part of Mexico, near what is today Mexico City. There are many lakes in that region, and the Aztecs built their cities on islands in the lakes.

The chief of the Aztecs was named Montezuma (mon'təzū'mə). He lived in a great stone palace in the center of the capital city of the Aztecs. An Indian leader told Cortes that Montezuma was the absolute ruler of his people, and

had many servants. "Montezuma is lord of many kings," the Indian said. "His equal is not known in all the world."

### **Cortes Marched to Montezuma's City**

When Montezuma learned that the Spaniards had landed, he tried to persuade them to go away. He sent them presents of gold and silver, and cloaks made of beautiful feathers, and pieces of golden jewelry.

The rich presents only made Cortes all the more eager to go on. To make certain that none of his followers would leave him, Cortes burned all of the Spanish ships before starting inland toward Montezuma's capital.

As Cortes moved toward the capital, he met many Indian chiefs who were unhappy with Aztec rule. These chiefs willingly helped Cortes by giving him food.











Only once did Cortes have to fight the Indians before reaching Montezuma's city.

Since the Spaniards would not leave Mexico, Montezuma finally decided to permit them to enter the capital. Carried by his servants, Montezuma met Cortes at the edge of the city. As the Aztec chief stepped forward to greet the Spanish leader, his servants rolled out a carpet so that Montezuma's golden sandals would not touch the dirt.

When Cortes and his men entered the city, they could scarcely believe what they saw. The city was beautiful, with buildings of fine stone and cedar wood, with sweet-scented trees, and with parks and ponds and birds of every kind and color. "We were amazed," one of the Spaniards wrote. "It was like the wonders we heard of in old legends: the great towers and temples rising from the water, and the appearance of the palaces in which they housed us! Some of our soldiers even asked whether the things that we saw were not a dream."

### **Cortes Defeated the Aztecs**

The Aztecs wanted to fight the Spaniards, but Montezuma held his people back. Finally, the Aztecs killed Montezuma and chose a new chief. War then began, and the Aztecs almost won. They killed half of the Spaniards and drove the rest from the city.

By this time, more Spanish soldiers had arrived from Cuba. With their help and with help from friendly Indians,

Cortes renewed his fight against the Aztecs. He built boats to land his men on the islands, attacked the Aztec cities, and forced the people to surrender. Then he quickly conquered all of Mexico.

After the victories of Cortes, many Spaniards came to settle in Mexico, as they had in the islands of the West Indies. Spain made Mexico a colony, which is a group of settlements in a new land. The colony was named New Spain.

No one could come to New Spain without the king's permission. The king sent men who willingly agreed to send back to Spain silver and gold from Mexico to make the king rich.

Mexico is not a part of our country. Why, then, should we read the story of its conquest? One reason is that many Spanish adventurers set out from the settlements in Mexico to explore parts of our country.

There is another reason, too. Spain got so much gold and silver from Mexico that other nations began to send people to the New World. They, too, wanted a share of its riches. So we may say that Spain's conquest of Mexico helped to cause other nations to enter the race for America.

### **SPANIARDS EXPLORED NORTH AMERICA**

Ponce de Leon (pons' də lē'an) was another adventurer who sailed from the West Indies to explore new lands. Ponce de Leon had joined Columbus on his





**Coronado's army is pictured marching across the hot, dry plains of the Southwest. While the Spaniards found no gold or jewels, they did discover the Grand Canyon.**

second voyage to America. On this voyage Columbus discovered the island of Puerto Rico, and Ponce settled down there to make his fortune. As the years passed, he became rich and famous, and the king of Spain made him governor of the island.

#### **Ponce de Leon Discovered Florida**

A friendly Indian told the Spaniard a wonderful story. Somewhere to the north, he said, there was a beautiful island rich in gold. More precious than the gold, the Indian said, was a fountain on the island, a spring with sparkling water that would make anyone young.

With ships and soldiers, Ponce de Leon sailed from the West Indies to find the magical Fountain of Youth. On Easter Sunday in the year 1513, he came to a land more lovely than any he had ever seen before. Flowers bloomed everywhere, and birds sang in the trees.

Ponce de Leon named the beautiful country Florida, which in the Spanish language means "the land of flowers." Although he never found the Fountain of Youth, the discovery of Florida gave Spain a claim to the land along the eastern coast of North America.

In the years that followed, other adventurers landed in Florida to hunt



for gold and precious stones. In 1565, men and women went there to stay. They built a fort and a little village that grew into the city of St. Augustine. It is the oldest city in the United States, and Spain held it for over 250 years.

### **Spaniards Journeyed Through Texas and New Mexico**

The story of the Spanish discovery of Texas begins in Florida. A few years after the death of Ponce de Leon, a little army of Spaniards landed in Florida to search for gold and pearls and precious stones. One of the officers was named Cabeza de Vaca (kābə'thā dā vä'kā).

Cabeza de Vaca tells us what happened. He says that the men traveled for a long time in Florida, but they found no gold. They then went to the northern coast of the Gulf of Mexico, where they hoped to meet their ships. But the ships were not there, and they did not come.

The Spaniards made several rough, flat-bottomed boats and tried to sail to the Spanish settlements in Mexico. But off the coast of Texas the boats were wrecked, and most of the men drowned. Eight years later, Cabeza de Vaca, a Negro named Estéban (estā'bän), and two other men reached a village on the west coast of Mexico. The wanderings of these Spaniards gave Spain a claim to what is now Texas and the southwestern United States.

From Indians, Cabeza de Vaca had heard stories of rich cities to the north of Mexico. The Indians said that the

streets of the cities were paved with gold and that the walls of the houses were sprinkled with precious stones.

When Cabeza de Vaca reported these stories, the governor of Mexico sent Estéban, a priest, and a party of men into what is now New Mexico in search of the jeweled cities. They found only small Indian villages.

### **Coronado Continued the Search**

The governor was not satisfied. He next sent Francisco Coronado (kôr'ənä'dō) to find the jeweled cities.

In present-day New Mexico, Coronado found cities, but the walls of the houses were covered with worthless pebbles instead of jewels, and the streets were paved with sun-baked clay instead of gold. The Indians told Coronado that the rich cities he sought were farther north, and that the richest city of all was named Quivira (kēvē'rä). So he traveled on through what is today Texas, Oklahoma, and Kansas.

Coronado and his men saw great, open plains covered with grass that bent before the wind and looked like the waves of the sea. They saw herds of odd-looking "hump-backed cattle," which we call buffalo. They found many Indian villages. But Quivira was always farther on.

At last the Indians admitted that they had not told the truth. Quivira was like the jeweled cities; it was just an Indian village, located somewhere on the Kansas plains. The people who lived there



were not rich. They had no silver dishes. There were no golden bowls. The search was useless, like hunting for the end of a rainbow. At last Coronado gave the order to return to Mexico.

Coronado was three years on the march, 1540 through 1542. Although the jeweled cities were not found, his explorations gave Spain claim to what is now Arizona, Oklahoma, and Kansas. Coronado's journey strengthened Spain's claim to Texas and New Mexico.

### **An Adventurer Found a Great River**

While Coronado was hunting for Quivira, another band of Spaniards was not far away. They were led by Hernando De Soto (di sō'tō).

De Soto had fought under Francisco Pizarro (pizār'ō) in the conquest of Peru, the country in South America that Balboa had hoped to reach. De Soto returned to Spain with so much gold that he was able to lend money to the king. But he soon returned to America to try to find more gold mines as rich as those in Mexico and Peru.

De Soto began his wanderings in Florida with an army of about 600 men, 213 horses, and a herd of pigs to be used for food when game was scarce. He traveled through Florida, Georgia, North and South Carolina, Alabama, Mississippi, and Tennessee. Then he discovered and crossed the great Mississippi River, and entered the present state of Arkansas.

Three years had passed. Nearly half

of De Soto's men had been killed in battles with the Indians. De Soto himself was worn out. He decided to build boats and float down the Mississippi River to the Gulf of Mexico. From there he hoped to be able to reach the Spanish settlements in Mexico. But before the boats could be built, De Soto died, and the soldiers buried him in the great river that he had discovered.

The men chose a new leader who took them into Texas, hoping to reach Mexico by land. But nobody knew how far they might have to go, so the leader soon ordered the men to turn back. They returned to the Mississippi, built boats as De Soto had planned, and luckily reached a Spanish village in Mexico.

Today, the states that De Soto's little army touched contain thirty-eight million people, broad farms, and many splendid cities. This, however, was not the sort of wealth that De Soto was seeking. He wanted gold mines and precious stones; like Coronado, he did not find them.

De Soto gave Spain a claim to all the southern part of the present United States. He strengthened the claim to North America that Ponce de Leon, Cabeza de Vaca, and Francisco Coronado had made.

### **SPANIARDS MADE SETTLEMENTS IN AMERICA**

Coronado, De Soto, and other Spaniards explored new lands, and their explora-



tions gave Spain a claim to much territory in America. Spaniards started many settlements in order to hold the land for Spain.

Spaniards received land from the king, and most of them made their living by farming. On their farms, Spaniards grew wheat, barley, and rice. In addition, they grew mulberries, cherries, apples, oranges, lemons, and other fruits. They also raised cattle, pigs, sheep, and horses. All of these grains, fruits, and animals were new to America. They were brought from Spain.

The Spanish farms in the New World were large, and Spaniards needed the help of Indians to care for them. Sometimes Indians worked on the farms willingly. At other times, the Spanish forced them to work. In such cases, the Indians became slaves.

The king granted Spaniards permission to mine silver and gold in the New World. Indians were forced to work in the mines, just as they sometimes were forced to work on farms. Although the king said that they should be paid and treated well, the king's orders were not always followed. Indian workers in the mines were often treated cruelly.

Negroes who lived in Spain came to the New World soon after the discoveries of Columbus. Estéban was a leader of exploring parties, and Negroes were among the men led by Balboa and other adventurers.

Other Negroes came against their will. After many Indians died from the hard

work on farms and in mines, the Spanish brought shiploads of Negroes from Africa to work in the colonies as slaves.

### **Spaniards Built Missions**

Hundreds of priests came as missionaries from Spain to teach the Indians the Christian religion. The missionaries built churches, some of which are still standing today, and started farms around them. Spanish soldiers built forts. The forts and churches and the nearby farms were called missions.

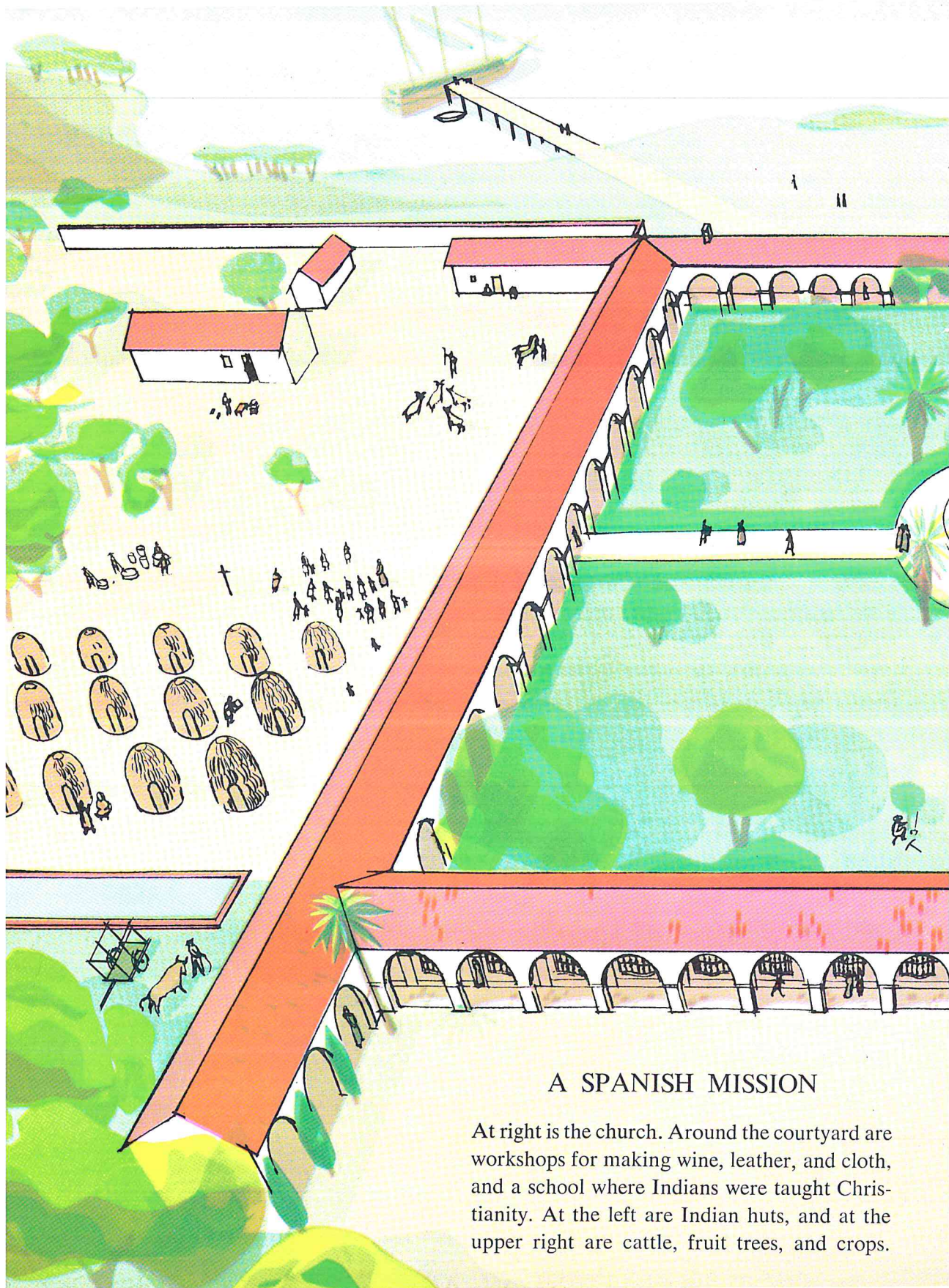
Settlements grew up around the missions. Indians worked in these mission settlements, and they were taught to grow and harvest wheat and other crops, to weave cloth from wool, and to become carpenters and shoemakers. Indians were also taught to speak the Spanish language, and sometimes they were taught to write it.

A traveler in New Spain described a day at a mission. "The Indians and the missionaries rise with the sun," he wrote. "They go to prayers and to church, which lasts an hour. During that time a kind of stew, which the Indians call atole (ätō'lā) and of which they are most fond, is being prepared in three great kettles in the middle of the plaza.

"Each hut sends someone with a basket-shaped vase to get a share of atole for all its people. Everything is orderly, and an extra helping is given to the children who have best learned their lessons.

"After the meal they all go to their

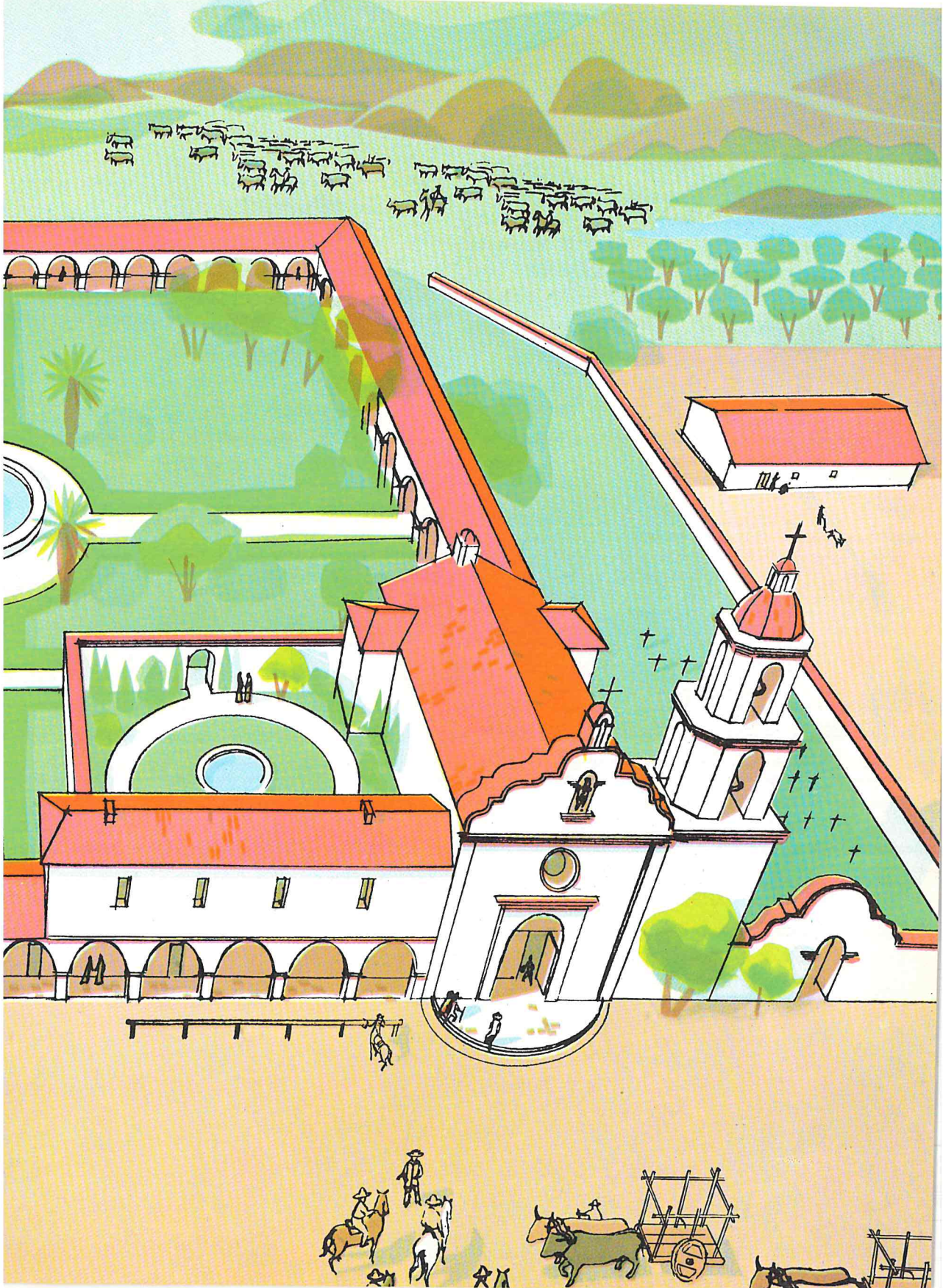




## A SPANISH MISSION

At right is the church. Around the courtyard are workshops for making wine, leather, and cloth, and a school where Indians were taught Christianity. At the left are Indian huts, and at the upper right are cattle, fruit trees, and crops.







work. Some go to plow the land with oxen, others to work in the garden. At noon the bells ring to call the people to dinner. The Indians leave their work and send for their share of food in the same basket as for breakfast. This second stew is thicker than the first, having wheat, corn, peas, and beans added to it. The Indians call it pozole (pō zō'lā).

“They go back to work from two o'clock to four or five o'clock. They then go to evening prayers, which last

about an hour, and then have another meal of atole.”

### **Spanish Influence Continued**

Before any other country had planted a single settlement in America, the Spanish had more than 200. Over 160,000 Spanish people settled in the New World before other countries sent any settlers there.

For 300 years Spain owned much of South America, all of Mexico, and some

**Spanish soldiers and missionaries ride past a mission church in the Southwest.**





parts of what today is the United States. In 1718, the city of San Antonio was begun in Texas. A number of settlements were also made in what is now Arizona and New Mexico. Spanish missions and Spanish settlements were also started in present-day California. For example, the presidio (prəsē'dēō), or fort, near San Francisco was built almost two centuries ago by the Spanish.

The effect of Spanish rule can still be found in the United States. In the western and southwestern parts of the country, many American families speak Spanish. The style of some of the houses and public buildings is Spanish. The Spanish names of many of our cities and our streets remind us that Spain once led in the race for the New World.

### The Main Points in This Chapter

1. Spanish adventurers gave Spain a claim to much land in the New World.
2. Large numbers of Spaniards settled in America before any other European country was able to start settlements there.
3. Spanish settlers brought with them their animals and plants, their religion, and the Spanish language.
4. Some of the effects of Spanish rule can still be seen in those parts of the United States where Spaniards built missions, forts, and settlements.

### What Comes Next in the Story

France claims part of the New World and establishes settlements there.

### TO HELP YOU UNDERSTAND

1. Study the picture on page 68. Describe how you think the Indians felt as they watched Cortes and his army.
2. List the events that took place from the time Cortes landed in Mexico until the time he defeated the Aztecs. Discuss the list with your classmates.
3. Select a committee to plan and draw a frieze showing Cortes's march to Mexico City. Use the list of events as a basis for deciding what important scenes to include in the frieze. Draw the frieze on a long strip of brown paper. Display it and talk about it in class.
4. Write a description of Florida as you imagine it must have looked to Ponce de Leon. Read it to the class.
5. Study carefully the pictures of the Spanish missions on pages 78-79 and 80. List the things that are alike in both of these pictures.
6. Study the picture on page 74 showing Coronado's army. Discuss reasons why this expedition must have been very tiring and discouraging to the soldiers. Be sure to note and mention the kind of land over which the army traveled.

### Books to Read

Baker, Nina. *Juan Ponce de Leon*.

Buehr, Walter. *The Spanish Conquistadores in North America*.

Condon, Vesta E. *Father Serra*. "Real People Series."







## CHAPTER 6

# FRANCE GAINED A SHARE OF THE NEW WORLD

Why did France want a share of America?

Where did the French claim territory?

Where did they settle?

How did the French settlements differ from the Spanish settlements?

This chapter answers these questions.

### FRENCH EXPLORERS CLAIMED CANADA

The king of France saw that Spain was becoming the richest nation in Europe, thanks to the treasure that it brought from the gold and silver mines in Amer-

Many French missionaries were sent to the New World. They taught Christianity to the Indians at schools such as this one, in Quebec.

ica. The king wanted France to share in the riches of the New World, and he decided to send explorers to America.

The first Frenchman chosen to carry the flag of France in the race for America was Jacques Cartier (zhäk kär'ti ä'). He lived in the little village of St. Malo (mä'lō), on an island near the western coast of France. Like so many men born on this island, Cartier became a skillful sailor.

Cartier sailed from France with two ships in April, 1534, a few years before the Spanish adventurers De Soto and Coronado explored the Mississippi River and the Southwest. Three weeks later Cartier reached the coast of Newfoundland, which is now a part of Canada.

After spending the summer exploring the Gulf of St. Lawrence, he returned to

Cartier  
↓  
↓  
↓  
↓





Jacques Cartier

France in October to report to the king. One story he told the king was hard to believe. He said that he had seen fish that looked like horses, and that they came up on the shore at night. If he was describing herds of walruses, the story does not seem so strange.

The next summer, Cartier again sailed to the Gulf of St. Lawrence. This time he had three ships and more than a hundred men. He wanted to make a settlement and hold land in the New World for France.

Cartier sailed up the St. Lawrence River for 1,000 miles until stopped by

the falls and rapids where the city of Montreal (mont'ri ôl') is now. Cartier named the rapids the Lachine (lä shēn') Rapids, or as we would call them in English, the China Rapids. He believed that he might be able to go on to China, if only he could get his ships beyond these rapids. Cartier returned then to a place near the present city of Quebec (kwi bek'), where he and his men built cabins in which they spent the winter.

At about the same time Cartier was planting the flag of France in these northern lands, Spaniards 2,000 miles away were giving their country a claim to all the southern part of what is now the United States. Sixty years passed before Frenchmen again took up the race for America.

### The French Settled New France

Samuel de Champlain (sham plān') led the next group of Frenchmen to the New World. He and others had explored parts of the eastern coast of North America near the Gulf of St. Lawrence, and he had explored the St. Lawrence River as far west as Montreal.

In 1608, more than a hundred years after Spain's first settlement in the New World, Champlain established Quebec, the first lasting French settlement in North America. He made a drawing of this little settlement to show the people in France; this drawing is shown on the opposite page.

The settlement contained three buildings, mostly to shelter Champlain and



his men. These buildings were grouped around a courtyard. A strong wooden wall surrounded the buildings, with small cannon placed to guard against attacks from the river. Some of the land near the settlement was used to grow vegetables. Quebec became the most important settlement in Canada, or New France, which was the name given to the French colony in North America.

Champlain had two goals. First, he promised his followers he would "pierce" the American continent until he found a way to China. With this in mind, he explored much of the land himself and sent out other men to explore the Great Lakes as far west as the present state of Wisconsin.

Second, Champlain wished the French colony along the St. Lawrence to grow and prosper. With this as his goal, he asked the king to send families, and he urged the settlers to build homes, to raise crops, and to work hard.

### The Colony Grew Slowly

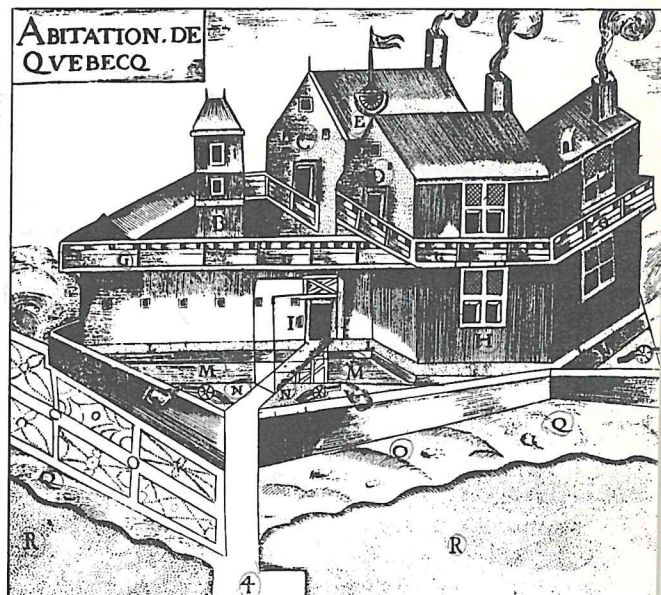
In contrast to the Spanish settlements, where thousands of people soon lived, New France grew slowly. There were several reasons for this. The Spanish had found gold and silver in their colonies. The French found only furs, which they obtained from the Indians in exchange for knives, kettles, beads, and other goods.

Some Frenchmen made money from the fur trade, but furs were not as valuable as gold and silver. In addition, fur

traders needed to travel widely to exchange goods with the Indians. As a result, many men in New France roamed the lakes, rivers, and the forest trails instead of building homes.

Even for those Frenchmen who did begin to farm in New France, the future seemed discouraging. The growing season was short because of the hard winters. The colony was also cut off from France for about half the year because the St. Lawrence River froze; then no ships could leave the settlements and none could come in.

By 1663, when Spain had sent more than 200,000 people to its colonies, the French settlements in Canada had only 2,500 people. Among the settlers were



Champlain sketched the first settlement at Quebec, which became New France's capital.



French priests, who established missions and worked among the Indians, teaching them the Christian religion.

Worried about his claim to land in the New World, the king of France began to send more people to New France. He sent over wives for the settlers. "Some were big, some little; some were fat, some were lean," wrote one of the settlers. None of the women had any trouble finding husbands. The king also sent tools, oxen, and horses to help the people become better farmers.

More settlers and farm animals and tools helped the French colony. One traveler wrote: "The country looks much better, and a person can see excellent wheat, peas and oats. The farms stand scattered; and each of them is surrounded by its cornfields and meadows."

## FRANCE CLAIMED THE MISSISSIPPI VALLEY

As more settlers came to New France, the French claimed more land in the New World. Father Jacques Marquette (mär ket') and Louis Joliet (jō'li et) gave France a claim to the great Mississippi Valley. Father Marquette was a priest who had come from France to work among the Indians, and Joliet was a young trader and explorer. Joliet had been born in Canada, and he could travel the forest trails as silently as an Indian.

For a long time, traders and missionaries who visited the Indians on the

shores of the Great Lakes brought back to Montreal and Quebec stories of a great river that flowed into a sea. But none of them had seen the river, and nobody knew whether it flowed to the Pacific Ocean or to the Gulf of Mexico. The governor of Canada told Marquette and Joliet to find the river and explore it.

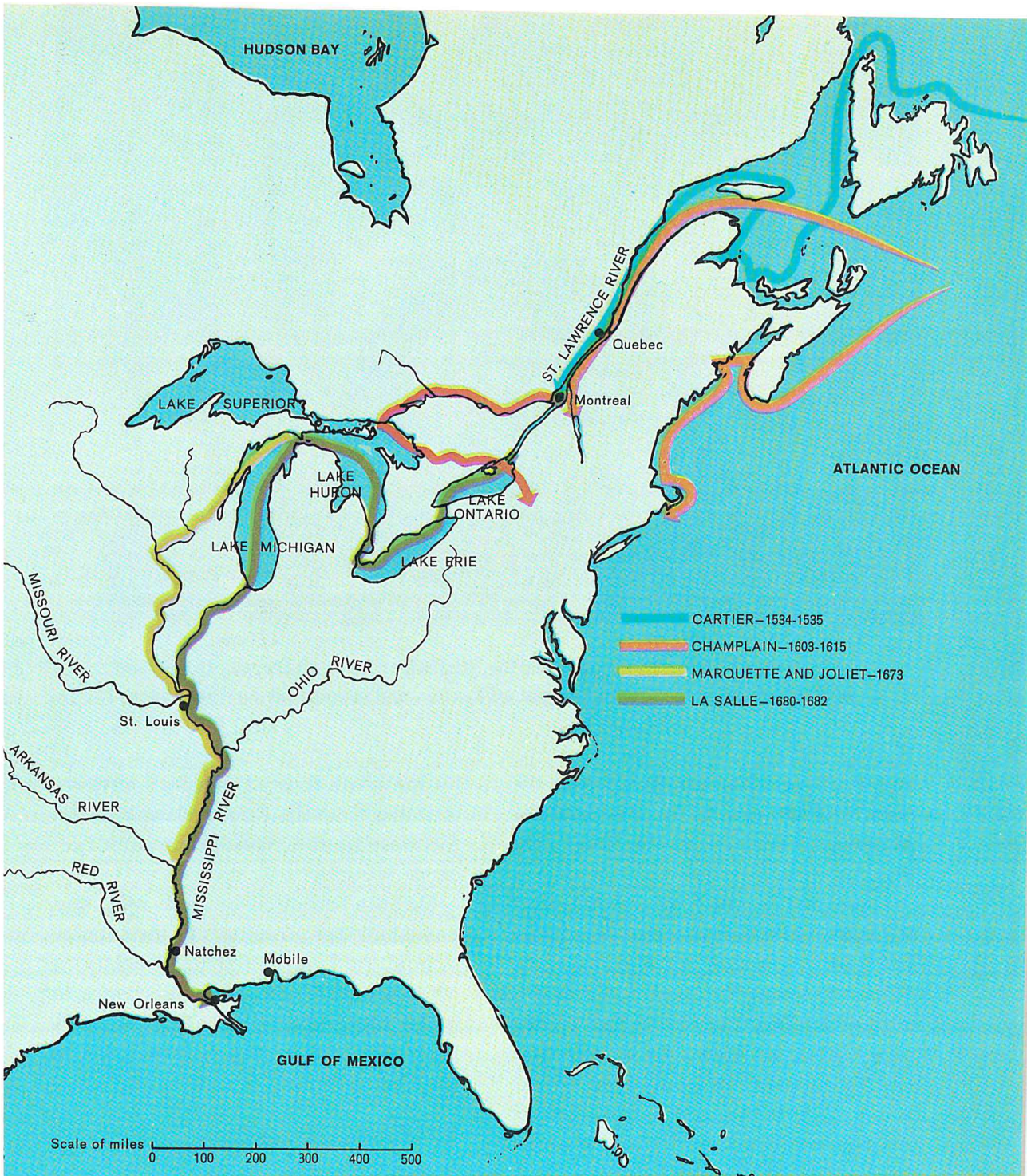
### Marquette and Joliet Reached the Mississippi

In the spring of 1673, when the ice was off the lakes, the two young Frenchmen set forth from a settlement on the northern shore of Lake Michigan. They had two birchbark canoes, guns, a change of clothes, and some bags of corn and dried meat to eat. Marquette and Joliet also carried bundles of cheap presents for Indians they might meet. Five French fur traders went along to help paddle the canoes.

Father Marquette tells the story of the journey. They paddled south on Lake Michigan to Green Bay, on the eastern side of Wisconsin. From there they journeyed up the Fox River until they reached a place where they carried their canoes over land to the Wisconsin River. Finally, the explorers paddled down that river to the Mississippi.

Friendly Indians at Green Bay had tried to stop Marquette and Joliet by telling them of the dangers they would meet on the journey. In answer to all warnings, the explorers replied that they were going on. Down the great Mississippi River they went—past the broad





## FRENCH EXPLORATIONS

Even though France came to the New World later than Spain, Frenchmen soon explored and settled in the heart of North America. Some seventy years after the voyages of Cartier, Champlain's explorations brought the Great Lakes under French control. Then Marquette, Joliet, and La Salle laid claim to the Mississippi River valley.





**La Salle and his men, having followed the Mississippi River all the way to the Gulf of Mexico, raised the French flag, put up a cross, and claimed the land for France.**

mouth of the Missouri River; past the beautiful Ohio; and to the mouth of the Arkansas River, where De Soto, the Spaniard, had died 130 years before.

There, at the mouth of the Arkansas River, the Indians entertained Marquette and Joliet with a banquet of boiled corn, catfish, and dog meat, with watermelons for dessert. Then the Frenchmen turned back. They had known for a long time that the river did not flow to the Pacific. Summer was almost gone, and they were anxious to get back north before winter blocked the lakes with ice.

The journey that Marquette and Joliet made down the Mississippi River gave France a claim to all the land drained

by the great river. This large territory stretches from the Rocky Mountains on the west to the Appalachian (ap'ə-lā'-chən) Mountains on the east.

De Soto had discovered the river, but Spain had sent no settlers to the country to hold the land. It remained empty of white people. France won the chance to build settlements and hold the very heart of the land that now belongs to the United States.

### **Frenchmen Tried to Settle the Land**

It was Robert de La Salle (lə sal') who finished exploring the great river for France. He came to Canada to become a fur trader in 1666, the same year that



La Salle  
→ Father Marquette arrived. Like other traders, La Salle had heard of the great river that flowed into salt water. Many times he made plans to explore the river, but each time something happened to upset his plans.

→ Finally, with a group of twenty-three Frenchmen and thirty-one Indians, La Salle set out from the southern end of Lake Michigan in the middle of the winter. The men dragged the canoes and supplies over land to the Illinois River, and paddled down that river to the Mississippi River. In April, 1682, La Salle reached the mouth of the Mississippi, where the great river enters the Gulf of Mexico.

→ La Salle and his men built a large wooden cross on the shore. La Salle then took possession of the great valley of the Mississippi for France. He named the country Louisiana, in honor of his king, Louis XIV.

→ However, La Salle knew that just traveling to the mouth of the Mississippi River and raising the French flag was not enough to hold the country for France. He must bring men and women to Louisiana to make their homes there. To do this he needed the powerful help of the king. La Salle decided to return to France and tell the king what he wanted.

→ The king thought La Salle's plan to settle Louisiana a wise one. He supplied La Salle with nearly 400 colonists, and gave them all the tools that they needed to begin farms and homes in Louisiana.

### La Salle's Plan Failed

→ In 1684, La Salle and his colonists sailed from France in four ships. No one knows exactly what happened, but somehow the ships failed to find the mouth of the Mississippi River. They sailed farther west to the coast of what is now Texas.

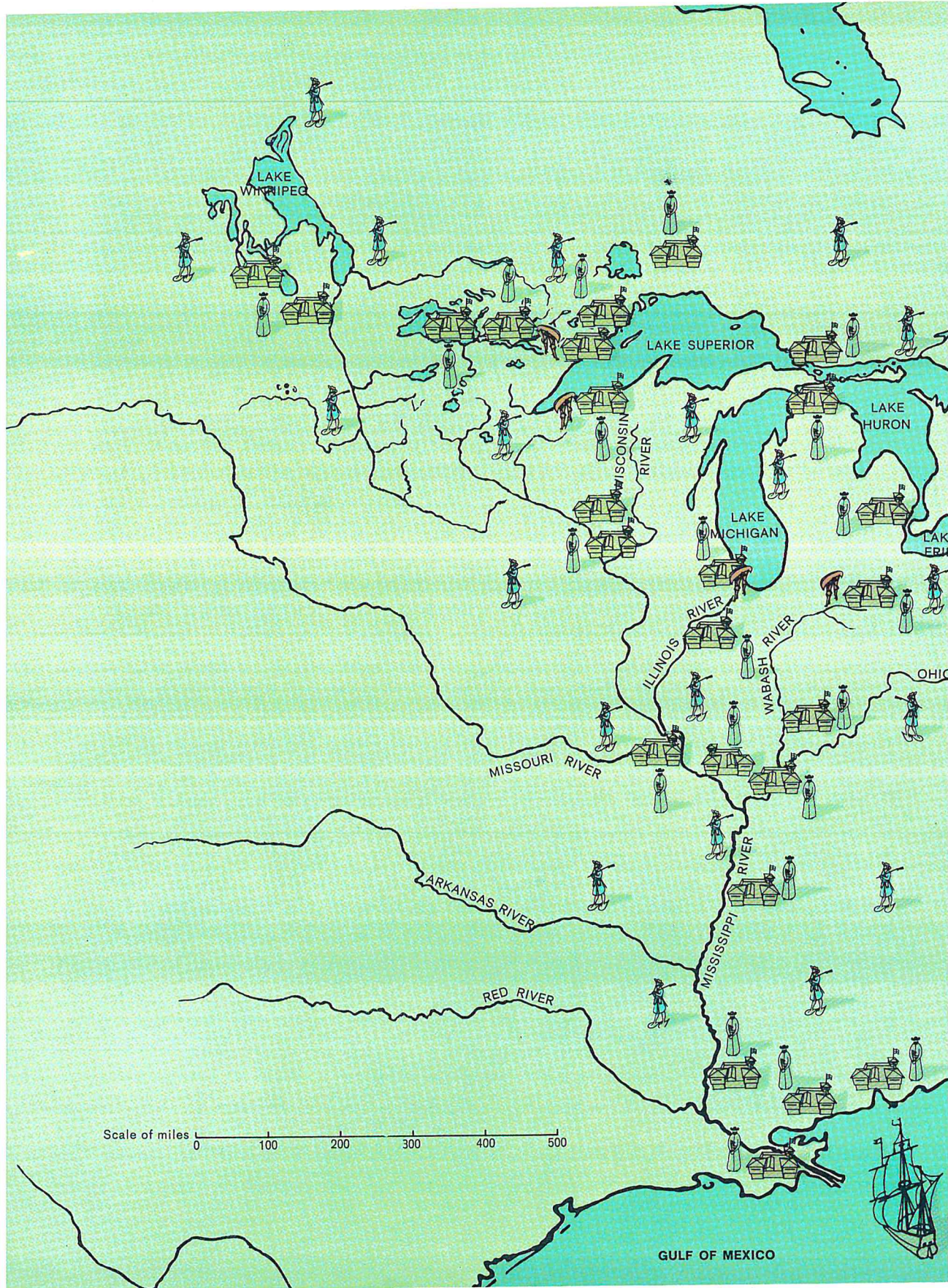
→ More than 150 years had passed since the Spaniard Cabeza de Vaca was shipwrecked on the same shore, but the country had not changed. No white men lived there. It was still occupied by Indians and wild animals. La Salle and his men built cabins. One of the ships returned to France and the others were soon wrecked, leaving the colonists with no means to return to France if the colony failed.

→ La Salle thought it would be easy to find the Mississippi, but the great river was 400 miles away. Three times he tried to find it, and three times he failed. On his last journey in search of the river, some of his men killed him. He had been in Texas two years.

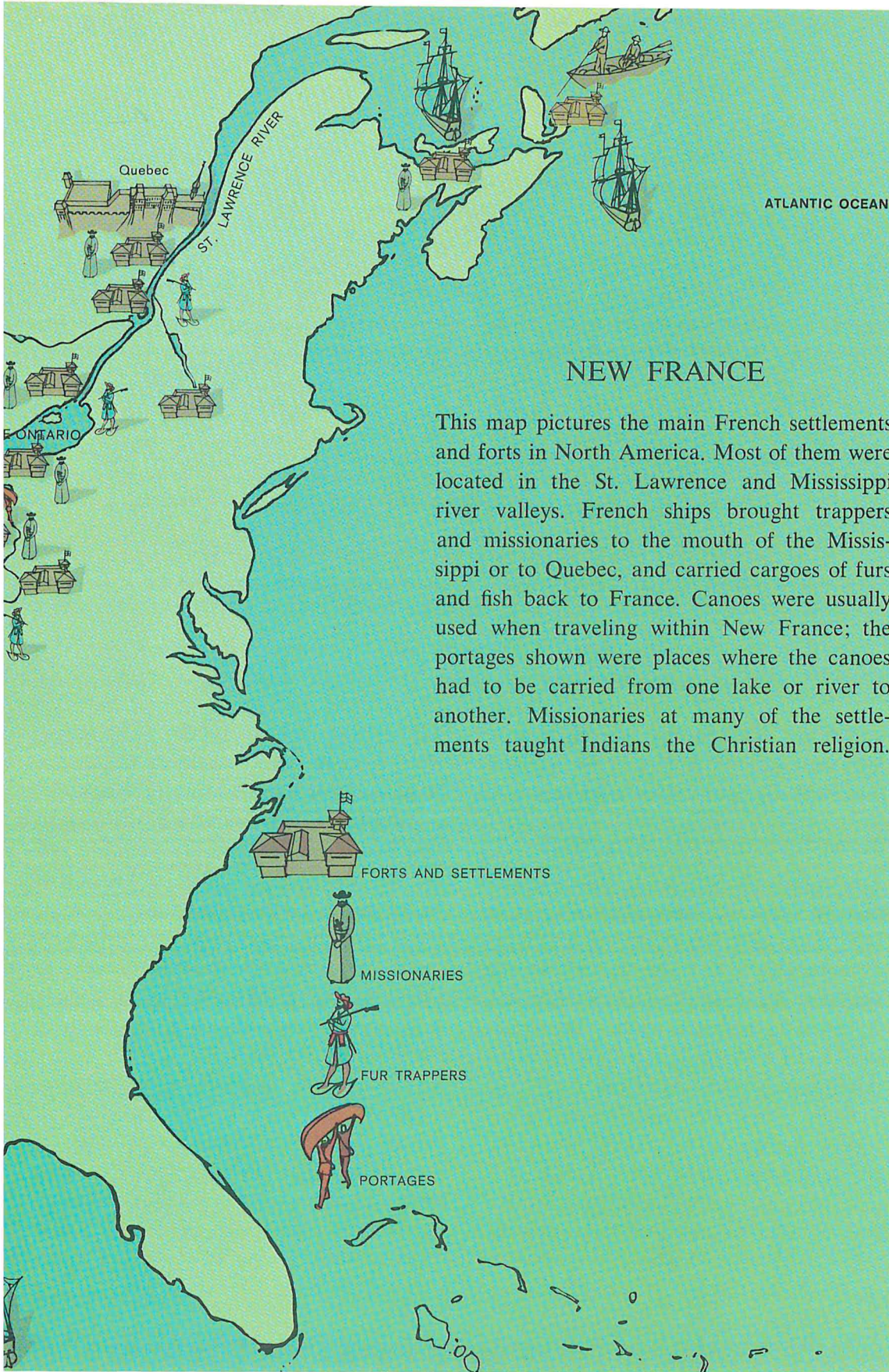
→ After La Salle's death, his brother and some of the other colonists found the Mississippi and traveled up it to reach the French settlements in Canada. Some of the colonists remained in Texas and all of them, except two boys, died there. The boys were captured later by Spaniards and carried to New Mexico.

→ La Salle's settlement in Texas gave France a right to claim this part of America. It was not a strong claim, however, because the French settlement





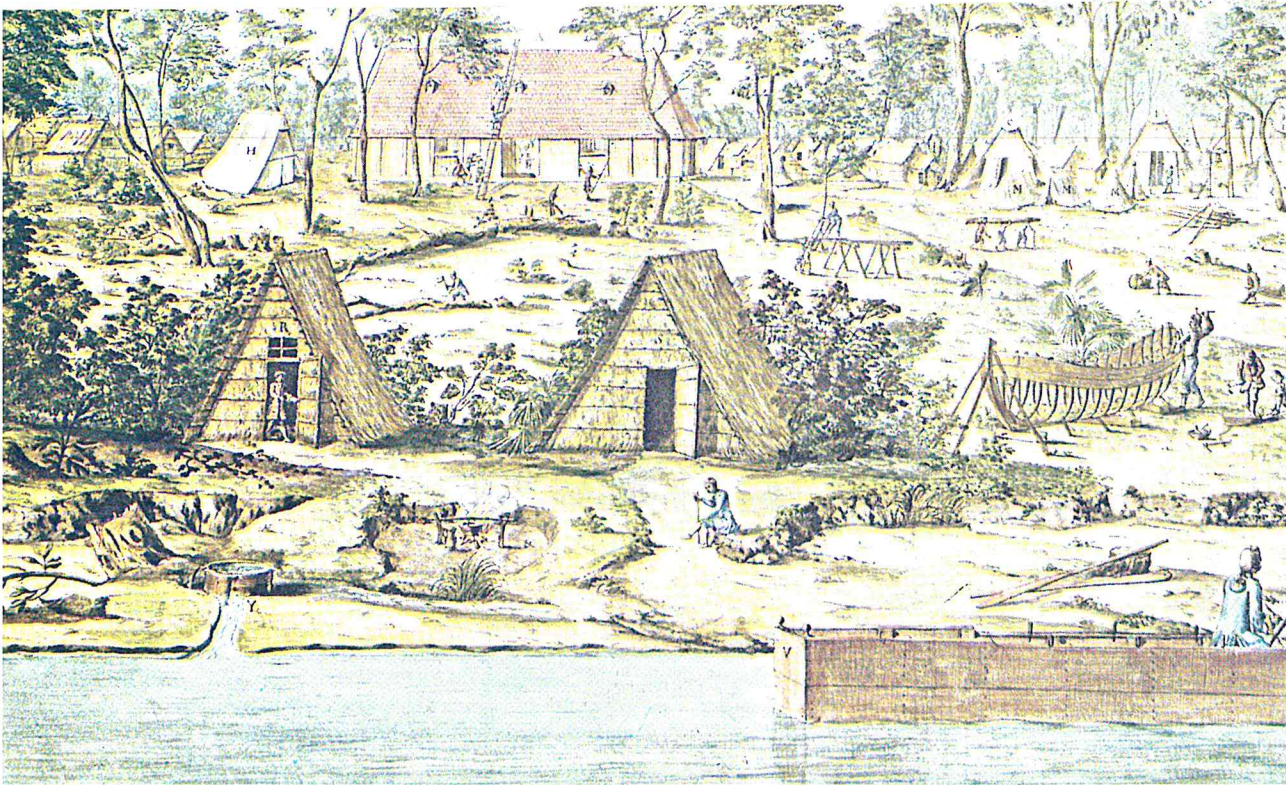




## NEW FRANCE

This map pictures the main French settlements and forts in North America. Most of them were located in the St. Lawrence and Mississippi river valleys. French ships brought trappers and missionaries to the mouth of the Mississippi or to Quebec, and carried cargoes of furs and fish back to France. Canoes were usually used when traveling within New France; the portages shown were places where the canoes had to be carried from one lake or river to another. Missionaries at many of the settlements taught Indians the Christian religion.





**This is the French settlement of Biloxi, on the Gulf of Mexico, as it looked in 1720.**

had failed. In contrast, the Spaniards later sent settlers to live in Texas, and they held the country for a century.

#### **Successful Settlements Were Made**

France did not forget La Salle's grand plan to hold the Mississippi Valley. A few years after the death of La Salle, Frenchmen planted a settlement on the northern shore of the Gulf of Mexico. It served as a guard against the Spaniards in Florida, and grew into the modern city of Mobile, Alabama.

A few years later the French built a fort on the Red River, which flows into the Mississippi. The fort served as a guard against the Spaniards in northern Mexico. In 1718, the French started the

city of New Orleans on the Mississippi. In this same year, Spaniards began the settlement of San Antonio in Texas.

Mobile, New Orleans, and the fort on the Red River guarded the southern end of the Mississippi Valley. Other towns were begun farther north on the great river. Natchez (nach'iz), in the present state of Mississippi, and St. Louis, in Missouri, were links in a chain of French settlements that connected Canada with the Gulf of Mexico.

France now claimed the two greatest river valleys in North America—the valley of the St. Lawrence and the valley of the Mississippi. France began to send fur traders, soldiers, missionaries, and farmers into the great wilderness south



of Canada. They settled in what is now New York and Pennsylvania, in Ohio, Indiana, and Illinois. The French had strong claims in America, but they soon found themselves in a race with England as well as with Spain.

### The Main Points in This Chapter

1. Jacques Cartier was the first man to claim a part of the New World for France.
2. Under Samuel de Champlain, the French built Quebec, their first settlement in the New World.
3. The colony of New France grew slowly in contrast to Spain's colonies because farming was more difficult in New France and because the French found no gold, silver, or precious stones there.
4. However, French missionaries and fur traders explored west of the St. Lawrence River, and the journey of Marquette and Joliet down the Mississippi River gave the French a strong claim to a large part of America.
5. Although La Salle failed, France was able to plant settlements along the Mississippi River.
6. France finally had settlements stretching from the Gulf of St. Lawrence westward to the Great Lakes and southward down the Mississippi, forming a great arc, or semicircle.

### What Comes Next in the Story

To keep up with Spain and France, England plants colonies in America.

### TO HELP YOU UNDERSTAND

1. Study the picture of the French mission school on page 82. Compare it with the picture of the Spanish mission on pages 78-79. Discuss how these two missions are different. Give as many reasons as you can for the differences.

2. Make a two-column chart of "The Spanish and French Settlements in America." Head column one "Spanish" and list in it facts about the Spanish settlements. Head column two "French" and in it list facts about the French settlements. Include facts about explorers, land claimed, wealth of the settlements, number of people, and occupations.

3. Consult other books to find out more about the travels of Father Marquette. Report on your reading.

4. On an outline map of North America locate the following: St. Lawrence River, Mississippi River, the Great Lakes, Quebec, Montreal, Green Bay, Mobile, San Antonio, New Orleans, Natchez.

5. Read about the St. Lawrence Seaway in a reference book. Report to the class why rapids along the St. Lawrence do not have to be portaged now.

#### Books to Read

Averill, Esther. *Cartier Sails the St. Lawrence.*

Gilchrist, Marie E. *The Story of the Great Lakes.*

Nolan, Jeannette. *La Salle.* "Real People Series."







## CHAPTER 7

# ENGLAND ENTERED THE RACE FOR AMERICA

When did England enter the race for America?

Who established England's claim to part of the New World?

Why did England's first settlements in America fail?

Why was England finally successful in establishing a colony in America?

This chapter answers these questions.

### ENGLAND MADE CLAIMS TO THE NEW WORLD

The story of England's claim to a part of America goes back to the time of

**Under the rule of Queen Elizabeth—carried by her knights in this painting—England grew strong enough to claim land in the New World.**

Columbus. In 1497, when Columbus was preparing for his third voyage to explore the land he had discovered, another Italian sea captain was preparing to sail from England. His name was John Cabot (kab'ot).

Cabot had heard about the voyages of Columbus, and he believed that he, too, could win some of the riches of Asia by sailing west. He was in the service of King Henry VII of England, and the king was to have a share of the profits of the voyage if Cabot could reach the East and return to England with spices and other goods. Cabot - reach west

Cabot sailed west in the *Mathew*, a ship so small that only eighteen sailors were needed for its crew. He reached the coast of North America and sailed northward along the rocky shore of



Labrador, which today is part of Canada. He found no people and he found no rich cities like those he expected to see in Asia. The next year Cabot returned to America, but again he failed to find any cities or treasure.

*Cabot returns - fails*

### **Cabot's Two Voyages Had Important Results**

Although many years passed before Englishmen set out to explore more of America, Cabot's voyages had two important results. First, they gave England a claim to North America. They were the first step in England's race for the New World.

*England claim America*

Second, Cabot discovered something nearly as valuable as gold and silver and precious stones. He found so many fish in the shallow waters off Newfoundland and Labrador that his men could dip them up in nets and even in baskets. The story that Cabot told about the fish spread quickly, and within a few years swarms of fishing boats sailed to those waters every summer to bring back food for the people of Europe.

*fish*

Spain was able to send colonists to America soon after Columbus's discovery, but England failed to follow up the voyages of Cabot by sending more ships and men. What caused this?

*colonists failed*

The answer is that for many years England was not a strong, united country. English nobles did not always support the king. The people quarreled among themselves over religion. In addition, England had few ships of its



Three of England's greatest "sea dogs" are pictured here. From left to right: John Hawkins, Francis Drake, and Thomas Cavendish.

own, and had to depend on other countries for ships with which to carry on trade. Gradually, England grew stronger and more united. Then it was ready to rejoin the race for America.

*no ships - weak*

### **English Captains Fought the Spanish**

Queen Elizabeth, the granddaughter of Henry VII, was ruler of England when English vessels again began to visit America. By that time more than half a century had passed since John Cabot's second voyage. Englishmen rejoined the race for America by first capturing gold and silver from Spanish ships and colonies.

*jewels - ships sail*

The most famous English leaders who



made trouble for Spain were Captain John Hawkins and his nephew, Francis Drake, who was often called "the Dragon." They and other bold English captains made themselves rich by capturing Spanish treasure ships carrying gold and silver from the mines of Mexico and Peru. *Dragon's pirates*

The English captains and sailors called themselves "sea dogs." They were proud of the name. They took treasure as a dog would steal a bone. The English dashed into battle against the treasure ships of Spain, defeated them, took their cargoes of gold and silver, and sailed quickly away. *Spain defeated - dogs*

### Drake Gave England a Claim to California

A few days before Christmas in 1577, Captain Francis Drake left England with five ships. He had a bold plan. He would sail from the Atlantic Ocean through the Strait of Magellan at the tip of South America and into the Pacific Ocean. There he hoped not only to capture more Spanish treasure ships, but to raid Spanish settlements as well. *plan raid Spanish*

A year later, Drake had sailed safely into the Pacific and up the western coast of South America. He had only one ship, the *Golden Hind*. His other vessels had been destroyed or had returned to England. *Golden Hind only*

With the *Golden Hind*, Drake captured Spanish ships and Spanish treasure wherever he found them. Drake's boldness caught the Spanish by surprise

because they never expected to see an English ship in the Pacific. As a result, they were not prepared to fight. *surprise fight*

At one place where they landed, the Englishmen found a Spaniard lying asleep with thirteen bars of silver beside him. An old book that tells the story says: "We took the silver and left the man." At another place the Englishmen went on shore to get water, and they captured a Spaniard and an Indian boy driving eight llamas (lä'məs). Each llama carried two bags of silver, and each bag weighed fifty pounds; in all there were eight hundred pounds of silver. *capture*

The English captured three Spanish ships and took from them fifty-seven bricks of silver, each brick weighing twenty pounds. The greatest prize, however, was a Spanish treasure ship loaded with 52,000 pounds of silver. Drake and his men took all the silver and placed it in the *Golden Hind*. *pirates steal*

Drake's ship was now so loaded with gold and silver that it could hardly sail, and he was a long way from home. He knew that Spanish warships would be waiting for him near the Strait of Magellan if he returned the same way he had come. So he made a second daring move; he decided to return to England by sailing on around the world. *sailing world*

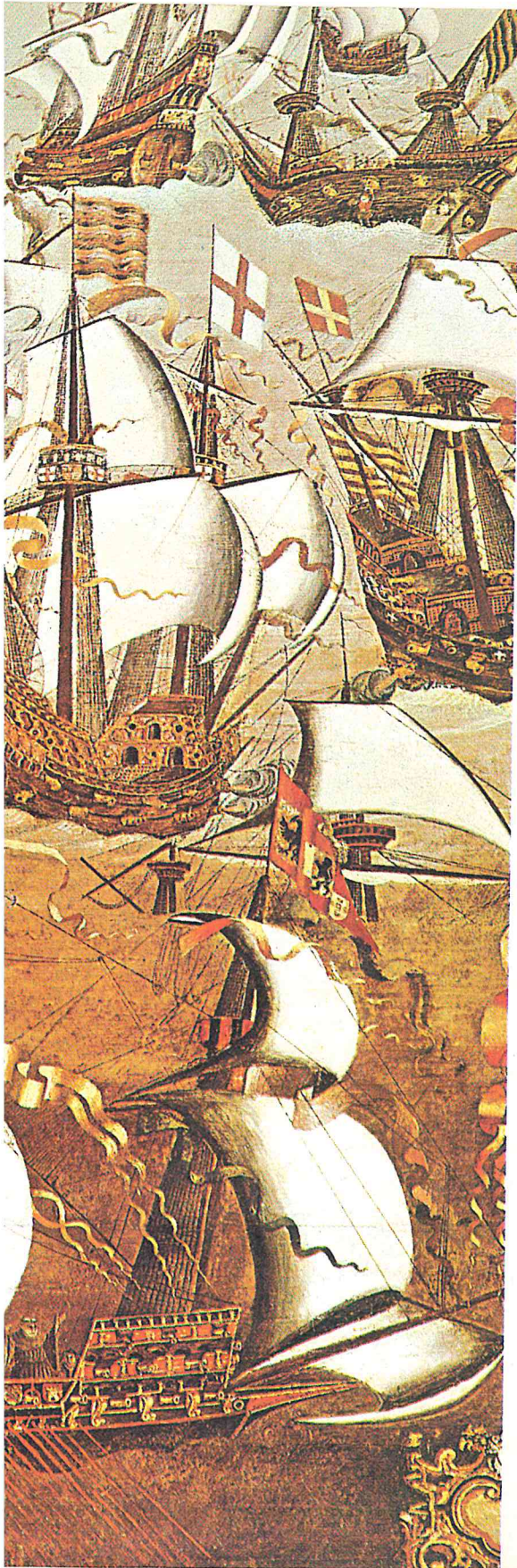
Before setting out across the Pacific, Drake and his men landed on the coast of what is now California. He claimed the land for England. Then the *Golden Hind* set sail westward on the long voyage across the Pacific to reach England.

*discovers Calif*  
97 ORNIA









Drake reached England on September 26, 1580, almost three years from the day that he had started on his voyage. The *Golden Hind* was the second ship to sail around the world.

To honor the bold captain who had led English sailors on such a daring adventure, Queen Elizabeth went on board the *Golden Hind* and made Drake a knight. As he knelt before her on the deck of his ship, the queen touched him lightly on the shoulder with a gleaming sword and said, "I bid thee rise, Sir Francis Drake."

Drake reached England

Sir Francis Drake

### England Defeated the Spanish Fleet

In 1588, King Philip II of Spain decided to go to war with England and put an end to the sea dogs. His great fleet was called the Armada (är mä'də). But the smaller English vessels, skillfully handled, met King Philip's big warships and won the battle. Later a storm wrecked most of the Spanish ships that escaped the fighting.

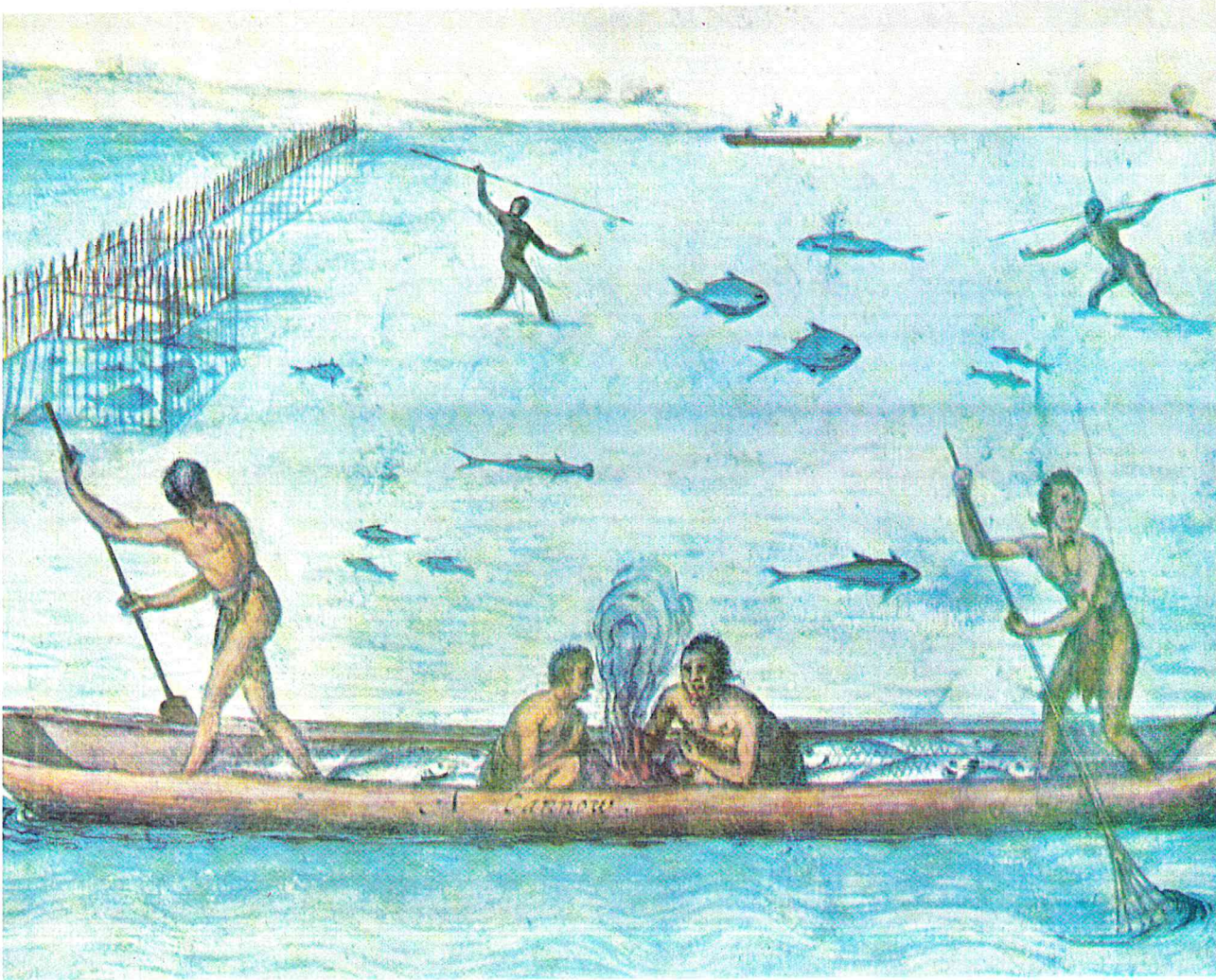
dog beat Armada

Defeating the Spanish Armada was another step in England's preparation to rejoin the race for the Americas. If King Philip's ships had won, Englishmen might not have come to America to live. England might have given up the race for the New World, and our own country might never have begun.

England New World

Spain's power was crippled when its Armada was defeated by England in 1588. The English warships have white flags with red crosses.





John White pictured Indians fishing near the Roanoke settlement. They used spears, nets, and traps, and fished at night by the light of fires built in their boats.

## ENGLAND STARTED COLONIES

In 1584, Queen Elizabeth gave Sir Walter Raleigh (rô'li) permission to send English people to America to start a colony. In this way land would be held for England, just as the Spaniards in Mexico and the West Indies held those lands for Spain. Three times Raleigh

tried to make a settlement on Roanoke (rô'ə nōk) Island, near the coast of North Carolina, but his efforts failed.

On the first expedition sent out by Raleigh, which included a fleet of seven ships and 108 men, many interesting records were kept. We still have these records. John White's drawings, one of which is shown above, gave people in England an idea of what Indians



looked like, and how they lived. Other men kept written records. *records*

A colonist named Thomas Harriot wrote about how the Indians acted when they saw many of the things the English brought with them. "They were astonished at all we had," wrote Harriot. "Mathematical instruments, compasses, magnets, mirrors, fireworks, guns, books, and clocks were beyond their understanding. They thought all these things must have been made by the gods." *Eng.*

There is a puzzle about the third and last settlement that Raleigh tried to establish. It simply disappeared. *settlement disappeared*

After landing the men and women on Roanoke Island, John White, who had been made governor of the colony, went back to England to get fresh supplies. Nearly three years passed before he was able to return to America. When he did come back, he found Roanoke Island deserted. *governor - deserted*

The only trace of the colonists that White found was the word "Croatoan" (krō'ä-tō'an) carved in the fence that surrounded the settlement. Croatoan was the name of an island nearby where some friendly Indians lived. When this island was visited later, no white people were to be seen. No one ever knew what became of the lost colony. *lost colony*

### Raleigh's Failure Taught Some Lessons

Sir Walter Raleigh spent all of his fortune trying to start a successful English colony in America. He failed, but his

efforts were important for two reasons. First, his efforts to start a colony kept England in the race for a share of the New World. *race*

Second, Raleigh's efforts taught Englishmen that the task of establishing a colony was too large and too costly for one man. A number of men must form a company, and each man must pay a part of the cost. Englishmen learned this lesson, and when they tried again to start a colony, they succeeded. *Eng. Succeeded*

### Jamestown Was Settled

In 1607, twenty years after Raleigh's efforts failed, a company of London merchants and businessmen loaded three ships with men and supplies and sent them to America. Most of the merchants had traded in the East, and they hoped to make money on this new adventure. They wanted the men to look for treasure and to explore any possible passage through America that might lead them to the East. In addition, the merchants hoped that the colonists would find products in America that could be sold for a good profit in England. *loaded ships*

After a long, hard voyage, the three ships reached what is now Chesapeake (ches'ə-pēk) Bay. The men were delighted with their first look at their new home. One man wrote that the "fair meadows and goodly tall trees, with fresh waters running through the woods" were such wonderful sights that the men were almost overcome with joy. *Chesapeake Bay*

The colonists selected what seemed







to be the widest river flowing into the bay and called it the James, to honor the new king. The little group sailed up-river and chose a place that they called Jamestown. It became the first lasting English settlement in America, in the colony named Virginia. *Jamestown*

The colonists built rough shelters and a fort. Wood was cut to be sent back to England, but this was a disappointing cargo for those merchants in England who had expected much more valuable goods. *disappointed*

Within a few months many of the settlers became ill. One of the colonists wrote: "There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia. It would make men's hearts bleed to hear the pitiful outcries of our sick men without relief, every night and day, for the space of six weeks." *dying English*

### The Settlement Succeeded

Slowly the settlement recovered, although many men died. The Englishmen traded with the Indians to get corn and meat. A servant boy, Tom Savage, was sent to live with the Indians for a few years as a sign of friendship between the colonists and the Indians. He was expected to learn the Indian language so he could help the colonists talk more

*recover*

Sir Walter Raleigh, who started the Roanoke colony, was one of the most important men in England. This portrait was done about 1600.



The founders of the Jamestown settlement land in Virginia and are welcomed by Indians.

easily with the Indians. Some men were assigned to explore the country nearby. But not enough of the men were able to farm and raise food.

In the winter of 1609-10, the colony nearly failed once more. This winter has been called the "starving time." Additional colonists had arrived, but they had not brought enough new supplies and there was a lack of food. Out of the first 500 colonists who came to settle in Jamestown, only sixty lived. *sixty live*

The man who helped to keep the colony together was Captain John Smith. He thought well of himself, but he was also a strong and wise leader. To save the colony, Captain Smith forced the



settlers to work hard and work together.

When the merchants in England learned that they would not make money from Virginia, they finally gave up the colony. The king then became the owner of Virginia. Though the colony did not grow rapidly, it proved to the other countries of Europe that England had entered the race for America.

### **The Main Points in This Chapter**

1. John Cabot's voyages in 1497 and 1498 were England's first efforts to join the race for America.
2. After Cabot's voyages, England was unable to send settlers to America because it was troubled with the king's need to win stronger support at home, with religious quarrels, and with the lack of ships.
3. Hawkins, Drake, and other "sea dogs" helped to build England's power and to reduce Spain's power.
4. In 1584, Raleigh was given the right to plant English colonies in America. Although Raleigh's attempts to plant colonies brought information to England, his efforts failed.
5. In 1607, a lasting settlement was founded at Jamestown, Virginia, showing other countries that England intended to remain in the race for America.

### **What Comes Next in the Story**

After Jamestown, the English plant more colonies in America until there are thirteen in all.

### **TO HELP YOU UNDERSTAND**

1. With a classmate plan an imaginary meeting between Christopher Columbus and John Cabot. Have the two explorers use maps and talk about their discoveries and experiences to the class.
2. Draw a picture of the scene on board the *Golden Hind* when Queen Elizabeth knighted Francis Drake.
3. Read about Queen Elizabeth in other books and report on her interest in colonization of the New World.
4. Use an outline map of North America and make a pictorial map showing where Cabot and Drake explored. Draw pictures of their ships and some of the riches that they found.
5. Discuss the reasons why Sir Walter Raleigh's failure to make a settlement in America was important to the English.
6. Choose the name of one of the English sea dogs mentioned in this chapter. Using other books, find all you can about him. Give an oral report.
7. Study the picture on page 100. What did the artist show about the ways the Indians fished?

### **Books to Read**

Aulaire, Ingri d'. *Pocahontas*.  
Leighton, Margaret. *Captain John Smith*.  
"Real People Series."  
Syme, Ronald. *John Smith of Virginia*.  
Syme, Ronald. *Sir Walter Raleigh*.



## ANOTHER LOOK AT UNIT 2

### Make up Riddles

Write several riddles about the Spanish, French, and English explorers in Unit 2. Sample riddle: I was a Spanish soldier. I grew rich and famous as governor of Puerto Rico. I went out to search for the Fountain of Youth. Who am I? (Ponce de Leon) Take turns reading a riddle to the class and guessing the answer.

### Famous Names in History

Continue the chart of famous names in history that was started in Unit 1. Add important English and French explorers and a short summary for each name.

### Historical Dictionary

Add these words to your historical dictionary: Aztecs, Montezuma, Mexico City, Fountain of Youth, adventurers, Quivira, mission, presidio, St. Lawrence River, New France, sea dogs, Roanoke Island. Add other words from Unit 2 that you think should be included.

### Make a Map

Make a large outline map of the New World, that is, of North America, Central America, and South America. Choose a different color to stand for each European country that sent explorers to the New World. Name each European country by coloring the New World territory it explored. Add a color key to the map.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line and prepare a report about it.

1497 Cabot sailed to Labrador  
1500

1513 De Leon explored Florida

1519 Cortes began conquest of Mexico

1533 Pizarro conquered Peru

1535 Cartier explored St. Lawrence River

1540 Coronado set out to explore the Southwest

1541 De Soto discovered Mississippi River

1556 Philip II became king of Spain★

1558 Elizabeth became queen of England★

1565 Spanish established St. Augustine

1580 Drake completed voyage around the world

1585 Raleigh started Roanoke colony

1588 England defeated Spanish Armada

1600

1607 English established Jamestown

1608 French established Quebec

1616 Death of William Shakespeare★

1643 Louis XIV became king of France★

1672 Newton's laws of gravity★

1673 Marquette and Joliet explored the Mississippi

1682 La Salle claimed Mississippi Valley

1700

1718 French established New Orleans  
Spanish established San Antonio





## UNIT 3

# ENGLAND WON MUCH OF NORTH AMERICA

**UNIT THEME:** Settlers in England's colonies found new ways of life and became Americans.





As the English colonies in America grew stronger, the colonists found time to enjoy social events such as this wedding in Virginia. The bride and groom leave on horseback.

After Jamestown, Englishmen planted twelve more colonies in America, where they developed a new life. They built houses, grew food and raised animals for meat, and started their own schools and churches. Gradually, because of the way they lived in the New World, the colonists became Americans.

The thirteen colonies lay along the Atlantic coast. West of them, beyond the mountains, were dense forests and fertile valleys good for farming. Americans wished to settle this land, but French explorers had claimed it for France.

Finally, the English and the French fought a war. France was defeated and lost its land in North America. England gained Canada and most of the land east of the Mississippi River, and became the strongest nation in the world.







## CHAPTER 8

# THE ENGLISH PLANTED MORE COLONIES

Why did Englishmen come to America?

Where did they settle?

How were the English colonies alike?

How did one group of English colonies differ from another?

This chapter answers these questions.

### COLONISTS SETTLED IN NEW ENGLAND

In 1620, a colony was started in New England, a region north of Virginia that Captain John Smith had explored and named several years before. The colony was called Plymouth, after one of the

**Pilgrims of Plymouth colony going to church. Because of the threat of Indian attacks, men carried guns even on their way to worship.**

towns in England. We call the little band of people who settled there the Pilgrims.

The Pilgrims were Englishmen who had left England because they could not worship as they pleased. They believed that each group of people that belonged to a church should decide for itself how to worship. They did not wish to obey the rules of the Church of England, to which the king belonged. They were called Separatists, because they wished to separate from the king's church. King James I made life miserable for those who disagreed with him. He put some Separatists in prison; others had their houses watched day and night.

### The Pilgrims Moved to Holland

Many of the Pilgrims moved from England to Holland, but they were unhappy



there. They could worship freely, but they could not easily make a living.

William Bradford, one of their leaders, listed the important reasons why many Pilgrims decided to leave Holland to go to America. He said that other men and women in England who also disagreed with the king did not come to live with them. Many chose to risk the prisons of England instead of living a hard life in Holland. If a place could be found where the Pilgrims might live comfortably and still be free to worship as they pleased, then men and women from England would join them.

The hard life of the parents in Holland was also hard on their children, Bradford said. Some of them were leaving their homes to find better ways to make a living. The parents were afraid that

their children would forget their religion.

"Old age is stealing up on many of us," wrote Bradford. "If we are going to move, then we must do so soon."

In order to get to the New World, the Pilgrims needed ships and supplies. So they made an agreement with a group of merchants in England to form a company. If a man went to America, he became a part of the company. English merchants furnished money to buy supplies and outfit a ship, expecting to make a profit from the goods the Pilgrims would send from America to England.

### The Journey to America Began

After several false starts, the ship *Mayflower* finally sailed for America. It carried 102 passengers, but only about one-third of them were Pilgrims from Holland. The other people were hired by the merchants in England to work in the colony. The passengers on the *Mayflower* planned to start their settlement in Virginia.

After a stormy voyage, the *Mayflower* reached America. But instead of being off the coast of Virginia, the ship was near Cape Cod, off the coast of New England. The Pilgrims began to sail south toward Virginia, but turned back to New England because of the danger of running onto rocks along the coast. They landed first near the tip of Cape Cod; later they landed at Plymouth.

Because the Pilgrims were outside the Virginia colony, there was no government to make laws for them in the New



The Pilgrims depart for America. They are being rowed out to the *Mayflower* in the harbor.



World. They met aboard the *Mayflower* to discuss this problem. At the end of the meeting, they signed a paper which said that the Pilgrims agreed to make fair laws for everyone in the new colony, and that everyone would obey the laws. This agreement is called the Mayflower Compact.

Like the first settlers in Virginia, the Pilgrims found many hardships in the New World. During the first winter there was little food and much sickness. Half of the people in the colony died. When spring came, the Pilgrims made friends with the Indians. An Indian friend, Squanto (skwan'tō), helped them plant seeds. In the fall they harvested corn and other crops. To show their gratitude, they had a day of thanksgiving, a custom we still follow today.

Plymouth was the first New England colony, and it grew slowly. Yet as William Bradford wrote, "As one small candle may light a thousand, so the light here started has shone unto many people, even to our whole nation."

### **A Second Colony Was Started**

Bradford meant that the Pilgrims had set an example by moving to America. Soon, another religious group left England to live in the New World.

In 1630, ten years after the founding of Plymouth, the colony of Massachusetts Bay was started in New England. Like the Pilgrims, the people of Massachusetts Bay were treated harshly by the king because of their religious beliefs.



**Puritan leader John Winthrop**

They came to America to establish a colony based on these beliefs. They called themselves Puritans.

Among the important leaders in the colony of Massachusetts Bay was John Winthrop (win'thrəp). He wrote many letters to friends in England, telling them about conditions in the New World and about what to bring when they came to Massachusetts Bay.

In one letter to his wife, who was to follow him to America, Winthrop wrote: "Be sure to be warm clothed, and to have a store of fresh provisions, meal, eggs put up in salt or ground malt, butter, oat meal, peas, and fruits, and a large strong chest or two, well locked, to keep these provisions in. Be sure that they are placed on board ship where they will be easy to come by. Be sure to have



ready at sea two or three skillets of several sizes, a large frying pan, a small stewing pan, and a case to boil pudding in, and some drinking vessels.”

John Winthrop also offered good advice about the number of people who should come. He wrote: “You must be sure to bring no more people than those who will have enough food for a year and one-half. Though the earth here be fertile, yet there must be time and means to raise crops.”

In a short time, Massachusetts Bay had several thousand colonists. It grew faster than any other English colony in North America. Its main settlement was Boston. In 1691, Plymouth colony became a part of Massachusetts Bay.

### **Massachusetts Bay Colonists Settled in Towns**

In Massachusetts Bay, the first colonists settled in towns. A group of men and women who belonged to a church were given land. The members of the group then divided the land among themselves. Each family received a town lot from the land surrounding the village green, or common, a parklike area used by everyone. At one end of the village green, the church was built.

The land outside the town was divided so that families could raise vegetables and grain. Part of this land, owned in common, was set aside as a pasture where everyone sent his farm animals to graze. Another part of the land outside town was saved for men and women who

might come to the colony in the future.

Settling in towns helped the people of Massachusetts. They could more easily defend themselves against Indian attacks than if settlers lived far apart. Living close together also made it easier to have schools. In addition, one neighbor could help another by sharing tools or by caring for the farm animals. The town became the center for all activity—for children to play, for farmers to exchange their products, and for the people to go to church.

### **Three Colonies Grew Out of Massachusetts Bay**

Other colonies in New England were started by people from Massachusetts Bay. Soon after the colony of Massachusetts Bay began, some people left there to start small settlements along the Connecticut River. The most famous of these settlements is the one started by the Reverend Thomas Hooker.

The people who decided to leave Massachusetts Bay with Hooker had found that their land was not fertile. In contrast, the land to the west in the Connecticut River Valley was excellent for farming.

In 1635, Hooker received permission from the government of Massachusetts Bay to lead his group of people to the Connecticut Valley. The settlers traveled along Indian trails, driving their cattle and carrying their few belongings on their backs. Later, in 1662, the settlements in the Connecticut River



Valley became the separate colony of Connecticut.

The colony of Rhode Island was started because of a quarrel between Roger Williams and the leaders of Massachusetts Bay. Roger Williams was a minister and a teacher. He said that the colony of Massachusetts had not bought its land from the Indians, as it should have done. He also said that laws about religion in the colony were wrong, because they forced everyone to worship only as the Puritan leaders allowed. Because of the things Williams said, the Puritan leaders grew angry with him and forced him to leave Massachusetts.

During the winter, Williams lived with the Indians. Then, in 1636, he started his own settlement, naming it Providence. Williams was soon joined by other people who did not like the laws about religion in Massachusetts Bay. In 1644, Providence and other nearby settlements became the colony of Rhode Island. There, everyone had religious freedom. That is, everyone could worship as he pleased.

Several settlements were begun north of Massachusetts Bay, some of them by people unhappy about the religious laws of Massachusetts. In 1680 these settlements were united to form the colony of New Hampshire.

### **New Englanders Were Farmers, Fishermen, and Traders**

Most families in New England made a living by farming. Others made their

living by fishing. There were many fish to be caught in the ocean near the coast of New England, and shiploads of fish could easily be sold in Europe and in the West Indies.

Some men in New England became merchants who traded with England and the West Indies. Ships sailed to New England with cloth, tools, glassware, and other products from England, and they brought molasses and sugar from the West Indies. The merchants shipped out fish, lumber, and farm products. In time, New England became known as the home of seamen, fishermen, and traders.

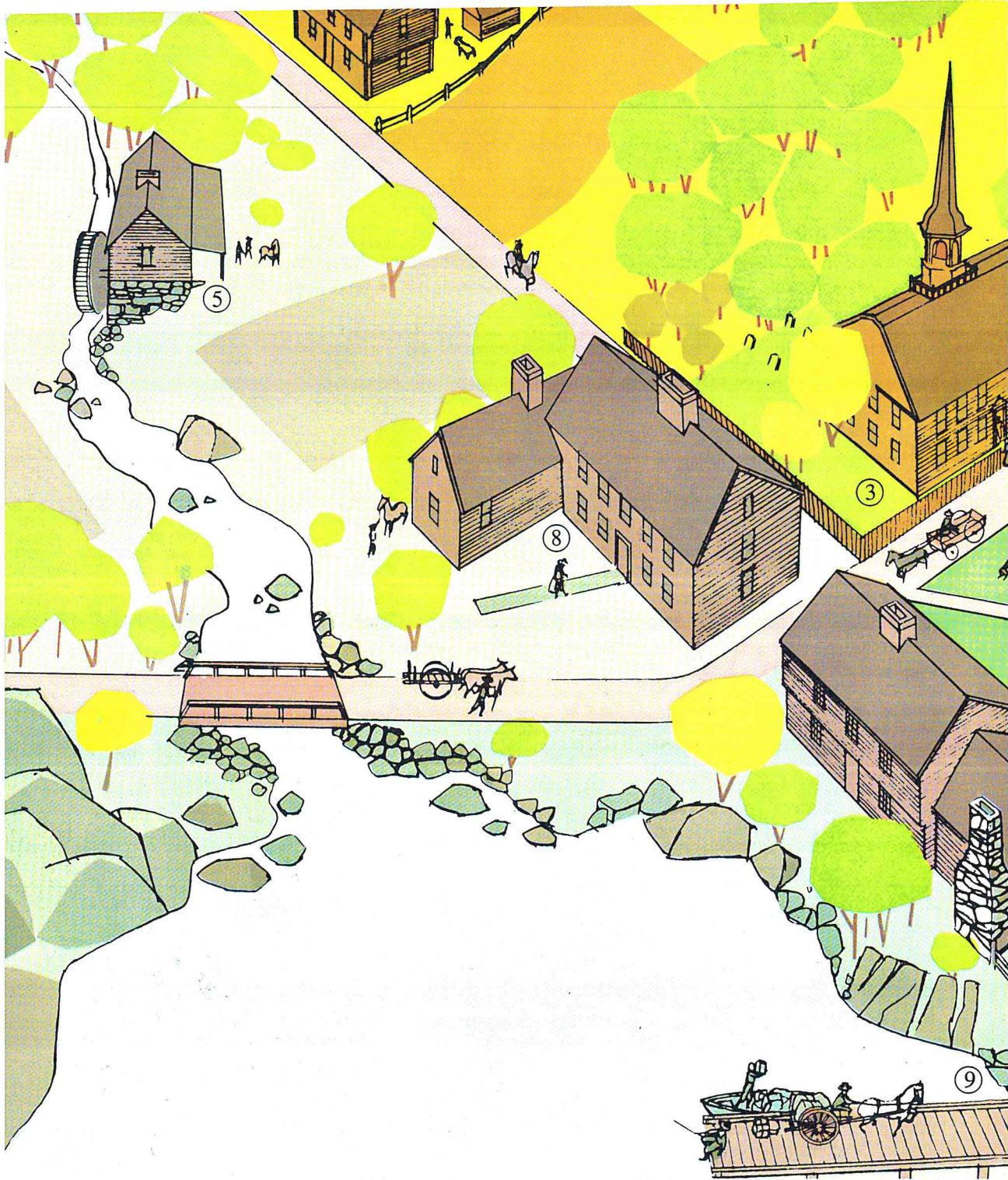
### **COLONISTS SETTLED SOUTH OF NEW ENGLAND**

The land now included in the states of New York, New Jersey, Pennsylvania, and Delaware was first settled by colonists from Holland and Sweden. Of these two countries, Holland was the stronger. Holland is also called the Netherlands, and its people are called the Dutch.

Merchants in Holland, like those in England, hoped to find a passage through America to the East. As a result, a group of Dutch merchants hired Henry Hudson to explore part of the New World for them.

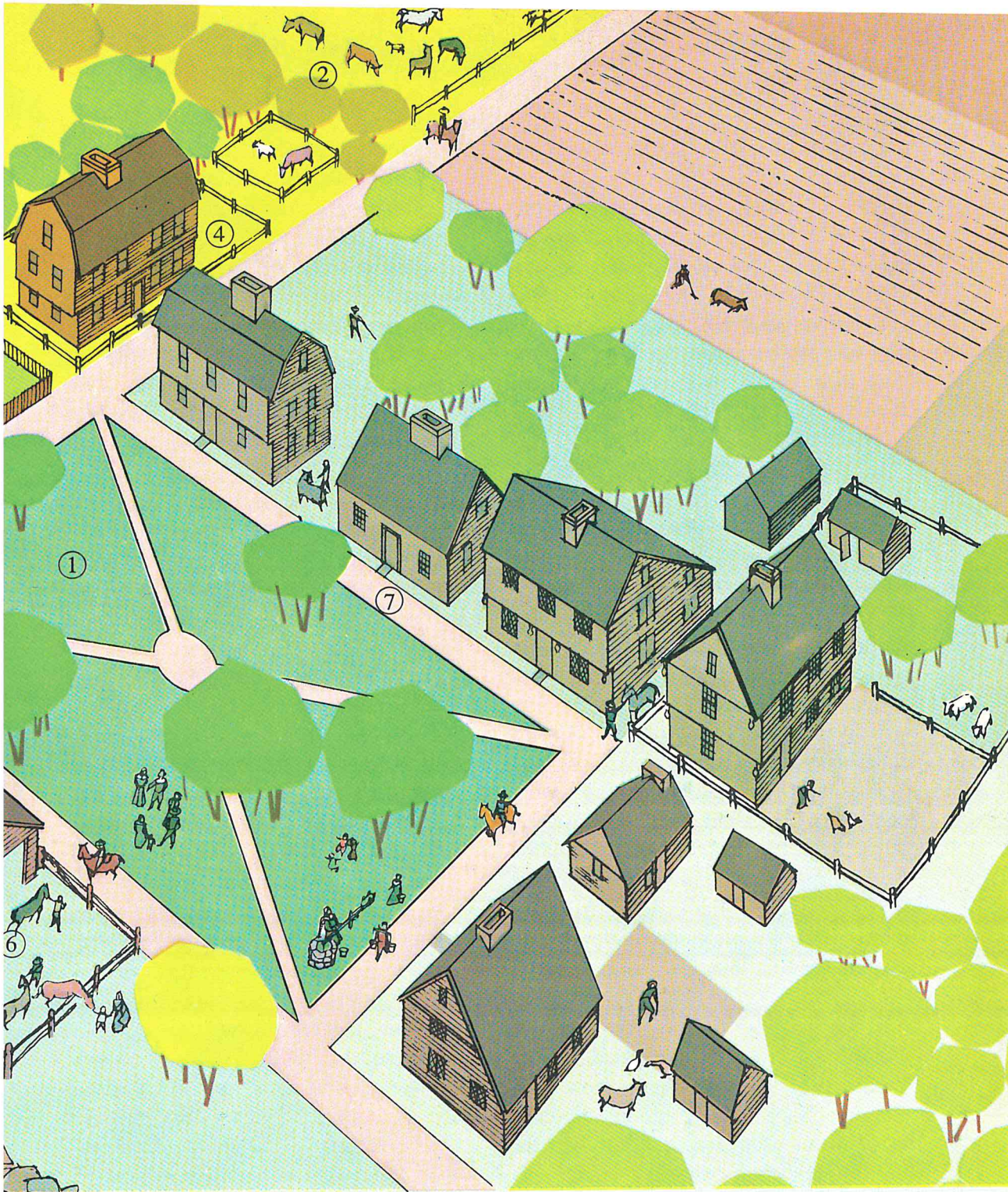
In 1609, shortly after Quebec had been founded by the French and Jamestown by the English, Hudson sailed his ship, the *Half Moon*, to America. The *Half Moon* entered a fine harbor near





A NEW ENGLAND VILLAGE





1. Village Green  
2. Pasture  
3. Church

4. Minister's House  
5. Gristmill  
6. Blacksmith Shop

7. School  
8. Tavern  
9. Wharf



the mouth of a river later named the Hudson.

Captain Hudson and his men followed the river northward, stopping along the way to trade with Indians. He turned back when the river banks came closer together and the water became too shallow. He knew then that the river did not lead through the continent of North America, but he claimed the land along the river for Holland.

In 1623, a Dutch trading company started a settlement on Manhattan Island, near the mouth of the Hudson River. A few years later, the company bought the whole island from the Indians, giving them blankets, knives, rings, and colored beads worth only twenty-four dollars. The settlement was named New Amsterdam, after a large city in Holland, and the colony was called New Netherlands.

The Dutch also founded the settlement of Fort Orange, on the Hudson River near the present city of Albany. Fort Orange was mainly a trading post where the Dutch obtained furs from Indians. Many people came to New Netherlands for furs, but few came to farm.

### **The Dutch Lost Their Colony**

Colonists from Sweden settled on the Delaware River, near what is now Philadelphia. Soon, Dutch soldiers marched from Manhattan Island, captured the Swedes, and took over their land.

New Amsterdam, in turn, was captured by the English in 1664. In that

year, an English fleet arrived at the settlement. Peter Stuyvesant (stī'vəsənt), the Dutch governor, ordered his soldiers to fire on the English ships, but they refused. England took over New Amsterdam and the colony of New Netherlands. The name of the colony was changed to New York, in honor of the Duke of York, the brother of the English king.

The Dutch influence on life in New York was strong, even though they had lost their colony to the English. Brick houses with tile roofs, looking much like those in Holland, were used long after the English took over. For more than a hundred years, the Dutch language was spoken in New York. Dutch people continued to go to Dutch churches, and their children attended Dutch schools.

The land that became the colony of New Jersey was first claimed by the Dutch. Later, people from Sweden started a settlement there. New Jersey was finally taken over by the English.

For many years, it was not certain that New Jersey would remain a separate colony. Gradually, however, people came to settle there. Some New Englanders moved into the northern part of the colony. A religious group from England, called Quakers, came to live in the southern part.

Like the Pilgrims and the Puritans, the Quakers refused to obey the rules of the Church of England. Because of this, they were sometimes imprisoned, and they came to the American colonies so they could worship as they pleased.





**Below this 1668 portrait of a Dutch settler is an early picture of New Amsterdam.**



## Pennsylvania Was Settled

The settlement of Quakers in New Jersey led to the founding of the colony of Pennsylvania. The Quakers were not certain that they would have freedom to worship as they wished in New Jersey. William Penn, an important Quaker leader, obtained land in North America that the king had given to Penn's father in payment for a debt. Penn planned to start a colony, named Pennsylvania.

William Penn was an unusual man.

His father was an admiral in the English navy and a close friend of the king. Penn's father hoped that his son would follow in his footsteps and become an important person in the king's court. Instead, William Penn became a Quaker. Penn's father sent him to France and to other countries to try to win him away from Quaker beliefs, but Penn would not change his mind. Later, one of William Penn's friends wrote of him: "He was a man of great abilities. He had an excellent sweetness of temper. He must

**William Penn kept peace in Pennsylvania by buying, rather than taking, land from the Indians. Here Penn (dressed in brown) offers trade goods to a group of chiefs.**





be ranked among wise, good, and great men."

Penn wanted to make Pennsylvania a "Holy Experiment," where every man had the right to worship as he pleased. The first settlement in the colony was named Philadelphia.

Penn, like Roger Williams, bought land for his colony from the Indians. His dealings with the Indians were especially successful, and usually the Pennsylvania settlers and the Indians lived in peace.

Pennsylvania was a success from the beginning. A little Quaker girl who had been in Pennsylvania for a few years wrote her grandmother in England: "I wish thee could see our big kitchen. It has a fireplace entirely across one end of the room. Papa brings the back log in, and when the boys pile up wood against it, such a fire as it does make.

"The new house is built of logs and all nicely plastered. We will be good and warm this winter. There's room near the fireplace for Papa's big chair and Mama's rocker. There is a little bench on the other side for us children. There is a little window near the chimney where the spinning wheel stands."

This little girl also went to school; she was taught by her mother. "Mother is the teacher and I am the scholar," she wrote. "I am head of my class. Papa says if I keep on doing that well he will send me to England when I get big."

Most men in Pennsylvania were farmers, but some became merchants. Others

held jobs that needed special skill, such as carpentry or bricklaying. In 1704, the people in the southern part of Pennsylvania decided to separate from the colony. This was the beginning of Delaware.

### **The Middle Colonies Grew Food Products**

The colonies of New York, New Jersey, Pennsylvania, and Delaware were called the Middle Colonies because they were located between New England and colonies farther south. The Middle Colonies had rich land and fine rivers and harbors.

New York and Philadelphia became busy ports, where many merchants and sailors lived. The farmers raised large crops of corn, wheat, beans, and peas. They had many cattle and horses and hogs, and made butter, cheese, and lard, which they sold in England and in the West Indies. So much food came from the Middle Colonies that they were sometimes called the "breadbasket of the English colonies."

### **FOUR MORE COLONIES WERE STARTED**

At first, the colonists in Virginia, about whom you have already learned, had no important product that they could sell in England to make a profit. Then the colonists began to grow a new kind of tobacco, one for which people in England would pay a good price. This tobacco sold so well in England that soon it was grown almost everywhere in the



colony, even in the streets of Jamestown.

Because Virginia grew to be a prosperous colony, people in England became interested in starting more settlements nearby. As a result, the colonies of Maryland, North Carolina, South Carolina, and Georgia were established. These colonies, along with Virginia, were called the Southern Colonies.

### **Maryland Offered Religious Freedom**

Maryland was begun in 1634 by Lord Baltimore. Baltimore had started a colony in the northern part of what is now the state of Maine, but the cold winters forced him to give it up. He also lived in Virginia for a while, but he was asked to leave that colony because he was a Catholic.

At that time, in most of the colonies as well as in England, Catholics were not free to worship as they pleased. Lord Baltimore hoped to make his new colony a place where Catholics could live and have religious freedom. Baltimore called the colony Maryland, in honor of the queen of England. The main settlement in Maryland was named Baltimore.

Actually, many people who were not Catholics also settled in Maryland. Tobacco was grown in the colony, making it prosperous from the beginning, and this caused even more people to come. Lord Baltimore is best remembered for allowing everyone who settled in Maryland to worship as he wished, although his plan for religious freedom did not always work out well in practice.

### **One Colony Became Two**

The colony of Carolina, located south of Virginia, began in 1663. In that year, the king of England gave land in North America to eight noblemen. The king gave the land because he owed these men debts and favors. It was 1670 before a settlement was made in Carolina. The settlement was named Charleston, and it was located in the southern part of the colony.

Most of the people who settled in Charleston came from English colonies in the West Indies. Some people came to Charleston from France and others came from England itself. Another group entered Carolina from Virginia and settled along a part of the Atlantic coast called Albemarle (al'bə mārլ) Sound.

Carolina grew slowly, especially when compared with the New England colonies and with Pennsylvania. One reason for this was that the eight noblemen who owned the colony did not rule it well. Mainly, however, the colony grew slowly because the settlements had trouble with powerful Indian tribes.

At first, many Carolina settlers were ranchers who raised cattle. However, the most prosperous colonists were those who collected deerskins and sent them to England to be sold. Early in the 1700's, especially after most of the cattle were killed during a war with Indians, the people of Carolina began to grow rice.

Rice will grow only in warm regions and in lowlands that are flooded with





**Catholic settlers hold a religious service in the colony of Maryland. Like Pilgrims, Puritans, and Quakers, the Catholics came to America seeking religious freedom.**

fresh water. The rice was grown along the broad rivers in the southern part of Carolina. In northern Carolina, colonists began to gather pitch and tar from the many pine trees that grew in the colony. Pitch and tar were used in building ships and to keep them in repair. These products were sold in England and in the West Indies.

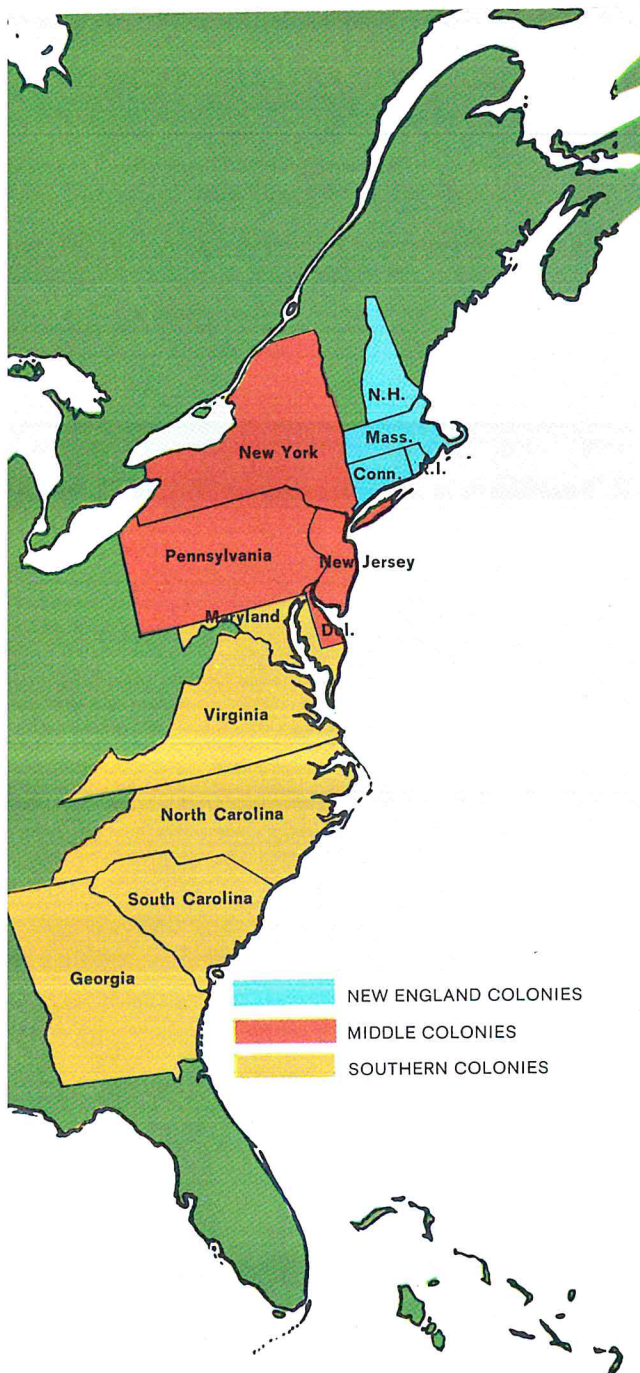
The people of Carolina became unhappy with the way the colony was ruled. Finally, they asked the king to take the colony from the eight noblemen. The

king agreed to do so. At the same time, he divided Carolina into two parts, North Carolina and South Carolina. This division was made in 1729.

### **Englishmen Settled in Georgia**

Georgia was the last English colony started in America. A group of men in England, called the Georgia Trustees, was given land for the colony by the king. General James Oglethorpe (ō'gəl-thôrp), the most important leader of the group, arrived in Georgia early in 1733





## ENGLAND'S COLONIES

The thirteen colonies are shown as they look today as states. In the 1600's and 1700's, however, many colonies claimed land far to the west of their present boundaries.

with the first colonists. They began the settlement of Savannah (sə van'ə).

Colonists in the Carolinas warned the Georgia Trustees to send to America only people who were willing to work. "Send none but people used to labor," they said. "Others will never make good settlers, for hardship, sickness, and labor will attend their first settling. These hardships will not be borne by people used to idleness and luxury."

The colony of Georgia grew slowly, partly because the settlements were often attacked by Indians. In addition, the Spanish claimed that Georgia had been started on territory that belonged to Spain. As a result, war broke out several times between Georgia and the Spanish settlements in Florida.

Settlers in Georgia could not make a good living by farming because they were not able to discover crops that would grow well. In 1752, the king took over the colony of Georgia, just as he had taken over Virginia and North Carolina and South Carolina. After that, the colony slowly grew stronger.

### Most Southern Colonists Lived on Farms

Most people in the Southern Colonies, unlike those in New England, settled on farms instead of in towns or villages. Most farms were several miles apart.

Because people did not live close together, ways of living in the Southern Colonies were different from those in New England. The distance between one farm and another made it difficult for



children to go to school. The need to travel long distances over wilderness paths and across streams also made it hard for people to attend church.

Each farm, no matter how small, was called a plantation. Crops such as tobacco and rice were grown on the plantations and sent to market in England. The Southern Colonies sent more products to England than did the New England Colonies or the Middle Colonies.

### The Main Points in This Chapter

1. The Pilgrims and the Puritans settled in what today is Massachusetts.
2. The colonies of Connecticut, Rhode Island, and New Hampshire were settled by colonists from Massachusetts.
3. In New England, most colonists settled in towns, and this affected their ways of living.
4. The Middle Colonies were made up of Dutch and Swedish settlements that were captured by the English, as well as settlements started by the English themselves; these colonies were called New York, New Jersey, Pennsylvania, and Delaware.
5. In the Southern Colonies, which included Virginia, Maryland, North Carolina, South Carolina, and Georgia, most families lived on plantations located apart from one another.

### What Comes Next in the Story

As a result of changed ways of living in the New World, the English colonists become Americans.

### TO HELP YOU UNDERSTAND

1. On a globe and a world map trace the journey of the Pilgrims from England to their colony at Plymouth.
2. List the reasons the Massachusetts Bay colonists settled in towns.
3. Choose a partner and select the name of one of these colonial leaders for an oral report: William Bradford, John Winthrop, Thomas Hooker, Roger Williams, Peter Stuyvesant, William Penn, Lord Baltimore, James Oglethorpe. Plan how to present the report to the class. Use reference books to find more information about the man you select.
4. Form a committee to list on a chart the ships mentioned in this book. After each ship, write the name of the country that used it, the person who commanded it, or the group of people the ship carried. Add a sentence telling one other fact about the ship. Discuss the chart with the class.
5. Study the picture on pages 106–107. Write a description of something that you see in the picture, such as the colonial style of dress, the colonial house, or the wedding feast.

#### Books to Read

Fisher, Margaret. *Colonial America*.  
Hall, Elvajeane. *Pilgrim Stories*.  
Hall-Quest, Olga W. *How the Pilgrims Came to Plymouth*.  
Hays, Wilma. *Pilgrim Thanksgiving*.  
Rich, Louise. *The First Book of Early Settlers*.







## CHAPTER 9

# THE ENGLISH COLONISTS BECAME AMERICANS

How was life in the English colonies different from life in Europe?

What ways of living helped the colonists become Americans?

How did making their own laws help to change the colonists into Americans?

What famous person is often called the first American?

This chapter answers these questions.

### LIFE IN AMERICA WAS DIFFERENT

When the first settlers came to the colonies, they tried to live just as they had in

At churches like this one in Williamsburg, Virginia, the American colonists gathered to learn the latest news as well as to worship.

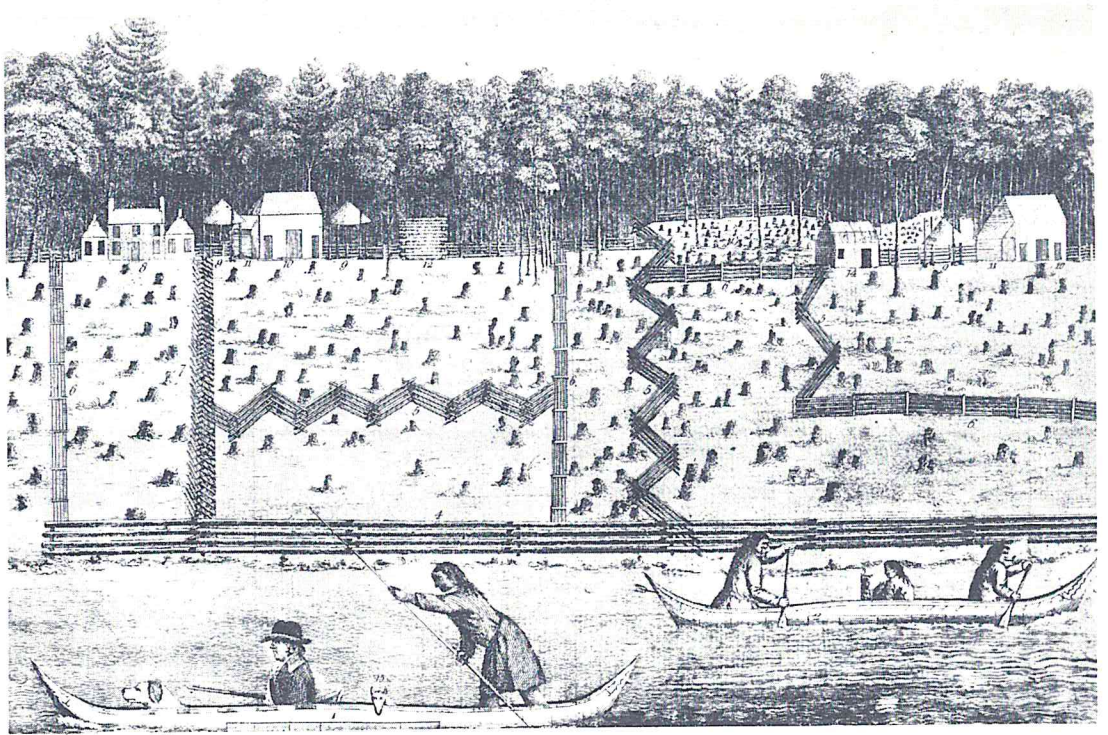
England, but they could not. America was the New World, and in America colonists had to learn new ways to live.

### Colonists Learned New Ways to Obtain Food

In America, the first settlers could not grow food in the same way as men in England did. In England, a farmer plowed his land, carefully raked it to break up the lumps of soil, and then planted his seed. Usually, a farmer planted wheat, which was the most important grain in England.

There were few open fields in America; much of the land was covered with thick forests. A man did not have time to chop down and clear away all the trees on his land and raise a crop in one growing season. Instead, he cut a ring of bark





**A drawing of a newly cleared American farm shows the fields full of tree stumps.**

from the base of a few trees to kill them. When they were dead, he burned them.

After the trees were burned, stumps and roots remained. They prevented a man from plowing his soil to prepare for planting. Instead of plowing, he poked holes in the soil with a stick and placed seeds in them. Wheat would not grow well in the English colonies at first. Instead, settlers planted maize—that is, corn—which they learned about from the Indians.

The Indian Squanto taught the people of Plymouth how to farm in the New World. The Pilgrim leader William Bradford wrote that after the first terrible winter, the colonists began to plant corn with Squanto's help. Squanto "told them that unless they got fish and placed

it in with the corn, it would not grow. They sowed English seed such as wheat and peas, but it came in not too well, either because of the badness of the seed, or lateness of the season."

Many sheep were raised in England. They furnished wool to make cloth and provided meat for food. Colonists in Plymouth soon learned that sheep could not live safely in the forests because wild animals killed them. Instead of sheep, the colonists began to raise pigs. Pigs could roam freely in the forests and feed on acorns. They were stronger than sheep and they could protect themselves from most wild animals. As a result, pigs became the main source of meat for the colonists.

Settlers in other colonies learned to



grow corn and raise pigs just as those in Plymouth did. New ways of farming helped to make life in America different from life in Europe.

### **Very Rich and Very Poor People Seldom Came to America**

Travelers who visited the English colonies and returned to Europe often wrote about what they had seen. These travelers noted that there were few very rich or very poor people in the colonies. Most people in the colonies lived comfortably, although with few luxuries.

Among the rich people of England were nobles—men called dukes, counts, and earls. They lived in fine houses and had many servants. Often, they were friends of the king. Nobles did not leave England to live in the colonies because they were content to remain at home.

Very poor people did not have money to pay for the trip across the Atlantic Ocean. Sometimes, men or women without money agreed to come to America to work for someone there who paid their way. These people were called indentured servants. After indentured servants had worked long enough to pay their debt, they were free to live as they wished in the New World. Some obtained land to farm and others learned to be skilled workers.

### **People from Many Nations Came to the English Colonies**

Most of the people who settled in the English colonies came from England.

But settlers came from other countries as well. Besides the Dutch and the Swedes, about whom you read in Chapter 8, people from France, Germany, Scotland, and Ireland also lived in the colonies.

Most of these people settled in the Middle Colonies and in the Southern Colonies. Many of them came to America because land was easy to obtain. They could own land and have a chance to live better than they had lived in Europe. Some of the people from countries other than England came to the colonies in order to worship as they pleased.

In the English colonies, people from different nations became acquainted with one another. The French and the Germans fought wars with one another in Europe; yet in New York or South Carolina they lived side by side as friendly neighbors. The people who lived in England and those who lived in nearby Scotland did not trust one another. But in the colonies, English and Scottish people lived peacefully in the same towns and on neighboring farms.

Colonists from each nation brought a part of their way of living with them to America. As you have already learned, the Dutch in New York built houses like those they had known in Holland. German settlers in Pennsylvania built sturdy barns and farmhouses that were much like buildings they had left behind in Germany. Some Swedish colonists had lived in log cabins in Sweden; they were





**A bricklayer at work. Such skilled craftsmen were in demand in the American colonies.**

the first to build log cabins in America.

People who came to America also brought special skills. Many Frenchmen were carpenters, watchmakers, gunsmiths, and doctors. In some colonies, Frenchmen were lawyers or important landowners or merchants.

Many settlers from Germany were bakers, furniture makers, shoemakers, and hatmakers. A colonist from Germany started a factory to make glass in Pennsylvania. Other Germans made iron products in Pennsylvania and Virginia.

German colonists also built Conestoga (kon'istō'go) wagons—strong, heavy

wagons used by many farmers to carry products to market. Later, many Americans who moved west of the Appalachian Mountains traveled in Conestoga wagons. German settlers also developed the long rifle, which was a very accurate gun used by many Americans to hunt game and to protect themselves from Indians.

Settlers from many nations were welcomed in the English colonies. Their skills helped the colonies to grow and prosper. The many ways of living they brought to the colonies helped to make life in America different from life in Europe.

### **Slaves Were Brought to the Colonies**

Colonists from Europe were white, and most of them came to the English colonies because they wanted to. Negroes also came, but most of them were brought from Africa against their will.

A Dutch trading ship brought twenty Negroes to Virginia in 1619. Plantation owners took them as indentured servants, and they quickly became good workers. Other ships brought more Negroes to the colony.

Being indentured servants, some of these first Negroes in Virginia were later freed and given land. But Negro workers proved very valuable on plantations, and more of them were needed. Gradually, settlers came to think of Negroes not as indentured servants, but as slaves who would never be set free.

The idea of slavery was a very old one, and it was common in many parts



of the world in the 1600's. People of any race or color might be made slaves by the people of a stronger nation, often as a result of war. As you learned in Chapter 5, Spanish colonists in the New World made slaves of Indians that they conquered. Later, they brought Negroes to their colonies as slaves.

During colonial times, hundreds of thousands of African Negroes were kidnapped by their enemies or made slaves after wars between tribes or kingdoms. At trading posts on the west coast of Africa, captured Negroes were sold to slave traders from Europe and the New World. Hundreds of Negroes were crowded into each small ship. Those who

lived through the voyage across the Atlantic were sold as workers in mines or on plantations, or as household servants.

Some slaves were found in all the English colonies. At first, there were as many in Rhode Island and New York as in Maryland and Virginia. Gradually, however, slavery became more important in the South, where many workers were needed to grow crops.

### Colonists Started Schools and Colleges


Schools were important to the colonists in America. In European countries, usually only the children of wealthy parents went to school. But in Massachusetts, the legislature made a law saying that everyone should be taught to read. The legislatures of other colonies in New England also passed such a law. Since most people in New England lived in towns, it was easy for children to attend school.

Some schools were started in towns and cities in the Middle Colonies. Many of these schools were begun by the Quakers and certain religious groups among the German settlers.

Schools in colonial times were usually small one-room buildings. There was only one teacher in each school, and all of the grades studied in the same room. Many children went to school only a few months at a time.

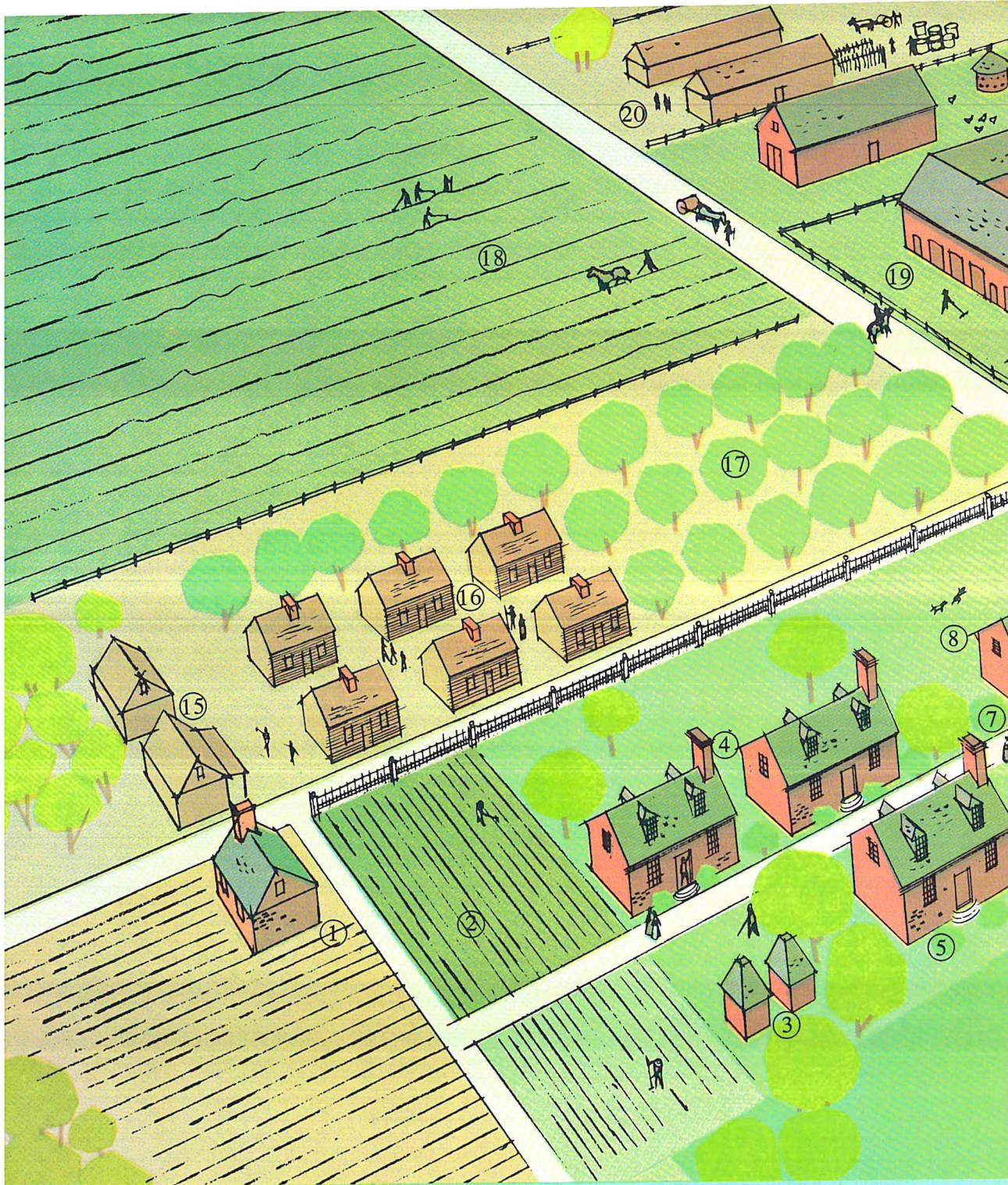
The children usually studied only reading, writing, and arithmetic. Often, there were not enough books to go around, so the teacher would tear pages

**TO BE SOLD, on board the**  
*Ship Bance-Island, on tuesday the 6th*  
*of May next, at Ashley-Ferry, a choice*  
*cargo of about 250 fine healthy*  
**NEGROES,**  
*just arrived from the*  
*Windward & Rice Coast.*  
*—The utmost care has*  
*already been taken, and*  
*shall be continued, to keep them free from*  
*the least danger of being infected with the*  
**SMALL-POX,** *no boat having been on*  
*board, and all other communication with*  
*people from Charles-Town prevented.*  
*Austin, Laurens, & Appleby.*  
*N. B. Full one Half of the above Negroes have had the*  
**SMALL-POX** *in their own Country.*



A sale of Negro slaves from Africa was advertised in a South Carolina newspaper in 1763.

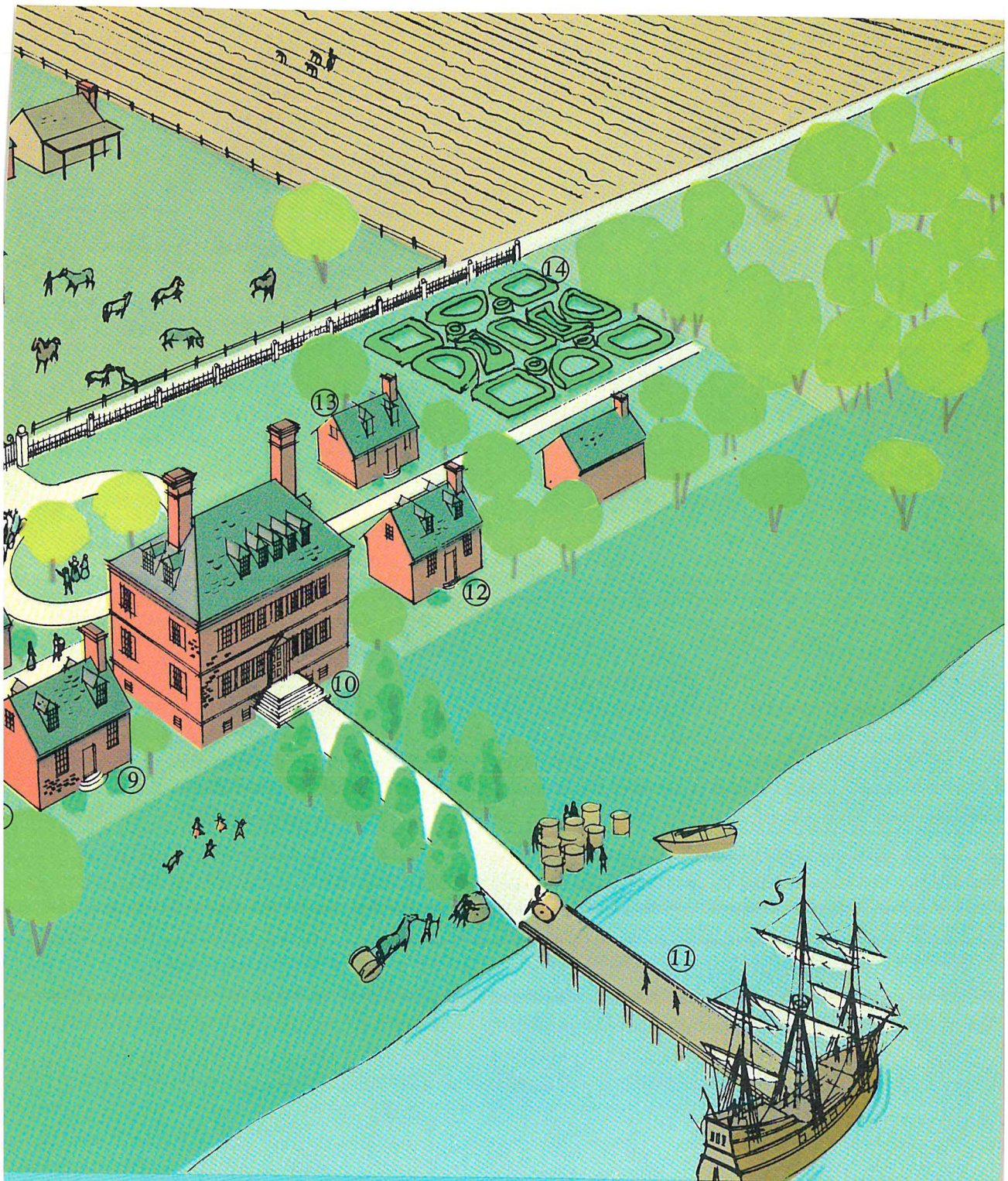




## A SOUTHERN PLANTATION

- |                             |             |
|-----------------------------|-------------|
| 1. Storehouse               | 5. Office   |
| 2. Vegetable garden         | 6. Icehouse |
| 3. Smokehouses for meat     | 7. Well     |
| 4. House servants' quarters | 8. Dairy    |





9. Kitchen  
10. Mansion  
11. Wharf  
12. Law office

13. School  
14. Garden  
15. Craft shops  
16. Slave cabins

17. Orchard  
18. Tobacco field  
19. Barn  
20. Tobacco barns



out of a book and give each pupil a separate page. In order to keep the loose pages from wearing out or being lost, the teacher would place them between thin pieces of animal horn, in the same way that pictures are framed under glass. Such pages became known as hornbooks.

People in the Southern Colonies also wanted their children to go to school. But in those colonies, most families lived far apart on plantations. It was hard to have a school that every child in an area could attend. Children would have to go too far from home each day.

Some plantation owners sent their young sons to school in England. Others asked a person to come to live on the plantation and teach the children.

During colonial times, girls often did not go to school, and only boys went to college. In Massachusetts, the Puritan leaders wished to have a college so that young men could study to be ministers. As a result, Harvard College was started in Cambridge, near Boston, in 1636. The second college in the colonies was the College of William and Mary, which was started in Virginia in 1693.

By the 1750's, there were colleges in many of the colonies. A person did not have to be rich to go to one of them. In England, usually only the sons of wealthy parents could attend college.

### **Life in the Colonies Became More Comfortable**

Most people came to the colonies seeking a better life, and they found that it

was easier to earn a living in America than it was in Europe. In Europe, there often were many people who did the same kind of work. As a result, men with special skills often were not paid well for their services. In the colonies, there were not as many people with these skills. Carpenters, shoemakers, and other skilled workers were paid good wages.

It was difficult for many people to own land in England and in other European countries. In the colonies, land was cheap. As the colonists began to grow more crops than they needed for themselves, trade began. Much of the extra produce was sent to England for sale. The money was used in England to buy clothing and other goods that the colonists wanted.

As trade increased, more and more men turned to the sea. Shipbuilders, ship captains, sailors, and merchants were busy, hard-working people. They made a good living from trade.

When people first settled in the colonies, they lived in small, simple houses, or even in caves. A tree stump was often used as a table or as a chair. The settlers often made their own clothing.

As men earned more money from trade, or farming, or from a special skill, they were able to live more comfortably. Gradually, many colonists built better houses.

The houses were often made of brick. They had glass windows, even though glass was expensive. The houses were filled with fine furniture. Chairs and



tables were brought from England, or made by skillful furniture makers in the colonies. China dishes, silverware, drapes, and carpets were brought from Europe. Sometimes, beautiful silverware made by American silversmiths was used.

### **Colonists Thought of Themselves as Americans**

Colonists believed that they and their children were better off in America than they would have been in Europe. Most colonists came to America to stay. Few of their children ever went to Europe.

The colonists farmed in new ways. They became acquainted with people from many nations, and lived peacefully together. The colonists had their own schools. They built a better life.

These things helped to make America different from any other place in the world. They also helped to make the people different. Gradually each colonist began to think of himself not as an Englishman, a Frenchman, or a German, but instead as a Massachusetts man, a Pennsylvanian, or a Virginian. One man from South Carolina went even further: "There ought to be no New England men, no New Yorkers, but all of us Americans," he said.

### **COLONISTS MADE LAWS FOR THEMSELVES**

The way in which the English colonies were governed also helped the people to become Americans. Some laws for the

colonies were made in England. Others were made in the colonies themselves.

Because each colony could make some of its own laws, the English colonies were different from the colonies of France and Spain. Laws for the French colonies were made in France; those for the Spanish colonies in Spain.

In England, the king was the head of the government. Yet the king, like everyone else, had to obey laws that were made by an elected group of men called Parliament. Parliament, along with the king, decided what laws should be made for the colonies. They decided, for example, how trade between the colonies and England would be carried on.

### **Colonists Had Their Own Governments**

Let us see how the government of an English colony in America worked. Each colony had a governor, who usually was appointed by the king. The governor was the head of the government in the colony, much like the king was the head of the government in England.

Each colony also had a group of men called a legislature. The legislature made laws for the colony, just as Parliament made laws for England. In addition, each colony had judges to decide if a law had been broken. Because each colony had its own government to make laws and to see that they were obeyed, we say that the people of the English colonies had the right to govern themselves.

The colonists in Virginia were the first







in America to enjoy the right to govern themselves. In 1619, for the first time, the governor of Virginia allowed the people to elect some of their neighbors to help make laws for the colony. In that year, there were eleven little settlements along the James River. The people of each settlement chose two men to meet with the governor to make laws. This group of men was called the House of Burgesses (bér'jises). It became the legislature of Virginia.

The legislature of Virginia made many kinds of laws. One of the first laws said that the colonists had to pay taxes. The taxes were used to repair forts and to provide protection against enemies. Because tax laws were made by men who were elected by the people of the colony, we say that the American colonists taxed themselves.

Another law in Virginia said that Indians had to be treated fairly, so that they would live in peace with the English settlers. Still another law stated that persons who did not work would be punished. There was also a law that set the price at which tobacco would be sold.

In Plymouth colony, the right of the colonists to govern themselves began with the Mayflower Compact, about which you read in Chapter 8. In Massachusetts, as in all of the other English

colonies, there was a legislature to make laws.

The people of the English colonies did not depend on England for all of their laws. Because they governed themselves, the people were able to care for many of their own problems. This helped to make them feel that they were Americans, and not just settlers of colonies that belonged to England.

## FRANKLIN WAS CALLED THE FIRST AMERICAN

During colonial times, one of the most important Americans was Benjamin Franklin. He became as well known in Europe as he was in America because of the many things he did. To many people, Franklin stood for the new kind of person that was developing in America. For this reason, he is often called "the first American."

Franklin was born in Boston in 1706. He stopped going to school when he was ten years old, and went to work in his father's shop, helping to make soap and candles to sell. Benjamin did not like that work, so he obtained a job in his brother's printing shop in Boston. He liked this job, for it gave him a chance to read and study.

Benjamin Franklin read many books and taught himself many things, and he learned to be a skillful printer. When he was seventeen years old, he left his brother's shop and went to work in Philadelphia. That city was to be his home

**The legislature of the Massachusetts colony met in Boston in the Old State House, shown here. This historic building still stands.**



during the remainder of his long life.

Franklin arrived in Philadelphia with empty pockets. He walked along the streets, eating a roll and carrying another under each arm as he looked for a job. He soon found work in a printing shop. A few years later, he started a printing shop of his own, where he printed books and newspapers.

One of Franklin's books was an almanac, which is a book that contains interesting stories and information about the weather. In writing it, Franklin called himself "Poor Richard," and the almanac was called *Poor Richard's Almanac*. Franklin also wrote wise sayings for his almanac, such as these:

"Early to bed and early to rise, makes a man healthy, wealthy, and wise."

"Be slow in choosing a friend, slower in changing."

"An egg today is better than a hen tomorrow."

"A lie stands on one leg, truth on two."

Each year for twenty-five years, Benjamin Franklin wrote a new almanac. They were very popular, and he sold thousands of copies. Finally, Franklin was able to let others do the work in the printing shop while he devoted his time to inventions and to other activities.

Franklin invented a special kind of stove to heat colonial homes; it was named the Franklin stove. He also invented the lightning rod, which prevented houses from being damaged by lightning. Franklin became especially interested in electricity, and by experi-



**Benjamin Franklin**

menting he discovered secrets about electricity that even the educated men in Europe did not know.

Besides his work on inventions, Franklin did many other things to help people. He remembered how hard it had been for him to get books when he was a boy. To make it easy for people to obtain books, he started a public library in Philadelphia. Franklin helped to begin a college in Philadelphia, and he helped to start the first fire department in America. He also served in the legislature of Pennsylvania.

Later, Franklin was placed in charge of the post office service in the English colonies.

By the 1750's, Benjamin Franklin



had become an important leader in the colonies. Everyone liked and trusted him. His inventions and discoveries brought him fame. He richly deserves to be called the first American.

### **The Main Points in This Chapter**

1. The English colonists had to learn new ways to farm and to live in the New World.
2. People from many nations settled in the colonies, but few rich nobles or very poor people were among them.
3. Settlers from many nations lived together peacefully in the colonies, and with their special skills and ways of living, they helped to make life in America different.
4. The English colonists were different from the colonists of other countries because they enjoyed the right to govern themselves; this right helped to make them Americans.
5. Gradually, people enjoyed more comfortable living in the colonies; they thought of America as home, and they began to think of themselves as Americans.
6. One of the most important Americans was Benjamin Franklin, who started as a poor boy in Boston, became prosperous in Philadelphia, and finally became famous for his inventions and his many other interests.

### **What Comes Next in the Story**

The English defeat the French and take over their land in North America.

### **TO HELP YOU UNDERSTAND**

1. Refer to Benjamin Franklin's wise sayings on page 136. Have a class discussion about these sayings. Read each one aloud, and tell what each means to you. Think of other wise sayings somewhat like those of Benjamin Franklin, and tell what they mean to you.
2. Draw a picture of one of the fields that the early settlers prepared for planting as described on pages 125-126.
3. Use a reference book to look up information for an oral report on either the Conestoga wagon or the long rifle. Draw a picture to illustrate the topic of your report, and show it when you give your talk to the class.
4. Make a chart of "Schools in the Colonies and Schools Today." List as many ways as you can think of in which colonial schools were alike or different from schools today. Use reference books for information. Illustrate the chart if you wish, and display it for the class to study and discuss.

#### **Books to Read**

Coatsworth, Elizabeth. *The Golden Horseshoe*.

Commager, Henry Steele. *The First Book of American History*.

Eaton, Jeanette. *That Lively Man, Ben Franklin*.

Hark, Ann. *The Story of the Pennsylvania Dutch*.

Haviland, Virginia. *William Penn, Founder and Friend*.







## CHAPTER 10

# ENGLAND DEFEATED FRANCE IN NORTH AMERICA

Why did the French and the English fight wars in North America?

How did the English victory over the French affect the English colonies in America?

This chapter answers these questions.

### FRANCE AND ENGLAND QUARRELED

Between 1689 and 1763, France and England fought four wars. These two countries fought in every part of the world; in North America they fought over land that they both claimed. The

**Frenchmen and Indians drove the English from the Ohio Valley in 1755 by surrounding and defeating an army led by General Braddock.**

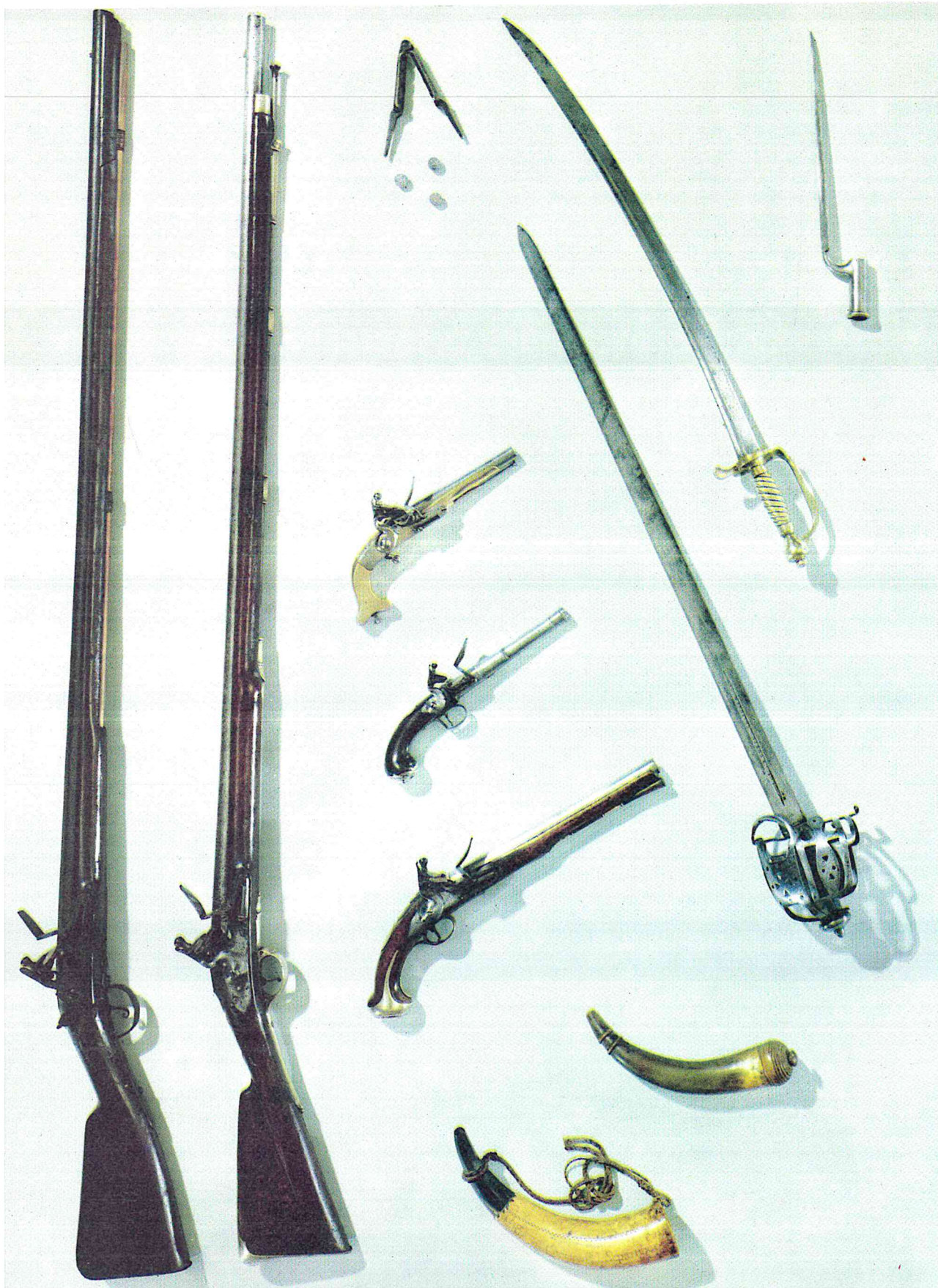
fourth and final war began in the 1750's, in America.

French soldiers built strong forts along the Mississippi River and around the Great Lakes to hold the land and to guard it against Spain and England. Then, in 1753, the French began to build forts in the western part of Pennsylvania. When this happened, the governor of Virginia sent the French soldiers a message, warning them that this land was claimed by the king of England.

### **Washington Warned the French**

The governor's messenger was George Washington. Although he was just twenty-one years old, Washington was already a well-known man in Virginia. When he was only sixteen, he was six feet two inches tall, a strong blond lad







whom people would turn to look at when he passed. Washington was doing a man's work even then, at an age when most boys are now in high school. One of his jobs was to make a map of the boundaries of the land Lord Fairfax owned in the mountains of Virginia.

It was Washington's habit nearly every day to keep a diary of what he did even if he worked from daylight until dark. He kept such a diary while he was working on his job for Lord Fairfax. In it he tells many interesting things that happened to him and to the men who were helping him. He tells how a band of Indians, returning from the warpath, stopped at their campfire and showed them a war dance; and how he and his men crossed deep streams on the backs of their swimming horses.

Washington also kept a diary when he went to warn the French. He traveled part of the time on horseback and part of the time in a large canoe, paddled by friendly Indians. But he had to march many miles on foot, through rain and sleet and ice.

The French fort to which he had to go was called Fort Le Boeuf. The word

*boeuf* in the French language means beef, or buffalo. The English would probably have called the place Fort Buffalo. The fort was located south of Lake Erie in northwestern Pennsylvania.

Washington gave the commander of Fort Le Boeuf the governor's letter ordering the French soldiers to return to Canada, but the commander refused to go. He said that it was a Frenchman, La Salle, who had discovered this land nearly a hundred years before. It belonged to France. The whole valley of the Ohio River belonged to France.

He gave Washington a letter to take to Virginia's governor. "As to the order you sent me to leave," he wrote, "I do not think myself obliged to obey it. I am here by the orders of my general. Do not doubt for one moment that I intend to obey them."

### War Began in the Ohio Valley

The French commander meant what he said. A few months after Washington's visit, the French built a fort on the Ohio River at the place where the city of Pittsburgh now stands.

In 1754, Washington led a small force of colonial soldiers and friendly Indians into western Pennsylvania to destroy the French fort. However, the French soldiers and their Indians were too strong. Washington's defeat was the start of the French and Indian War.

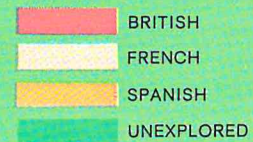
The next year General Edward Braddock came from England to take command of the fighting against the French.

**Equipment used by English soldiers fighting the French. Muskets and pistols had to be reloaded after each shot. The swords and the bayonet above them, to be fitted on a musket, were for hand-to-hand fighting. The animal horns at the bottom held gunpowder. At top center is a mold used to make lead bullets.**



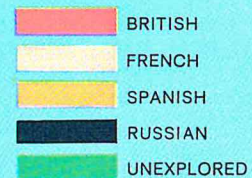
## EUROPEAN POSSESSIONS IN NORTH AMERICA, 1748

In 1748, at the end of the third war between England and France, the French had possession of the center of North America. England only held colonies on the Atlantic coast plus fur-trading areas in Canada.



## EUROPEAN POSSESSIONS IN NORTH AMERICA, 1763

By 1763 England had driven the French out of the New World, except for a few islands in the Caribbean Sea. Spain claimed the explored area west of the Mississippi, and Russian fur traders claimed the coast of Alaska.





He was one of England's best generals. Braddock believed that he could easily drive the French back to Canada.

George Washington and several groups of colonial soldiers joined General Braddock, and Braddock made Washington a colonel. Sometimes he asked Washington for information and advice, but he did not always follow the advice.

Washington told Braddock that he must teach his soldiers to fight in the same way that the French and Indians fought—hiding behind trees, each soldier fighting for himself and doing his own thinking. Braddock did not know anything about such fighting. He thought that he must keep his men in line and tell them when to fire.

When Braddock met the French and Indians, they surprised him. Hiding behind rocks and trees, the enemy killed his soldiers like sheep. The English in their bright red coats made perfect targets.

General Braddock and most of his men were shot down. Washington had two horses shot from under him, and four bullets passed through his coat, but he was not injured. He helped to save the remaining English soldiers and guided them back to safety. The French held on to the fort on the Ohio River.

## ENGLAND WON THE WAR

For several years it appeared as though the French would surely win the war. They won one victory after another.

Finally, in 1758, the English king placed William Pitt in charge of the English government. Pitt urged the colonists to give England more help in the war. He sent more English soldiers to America, he sent money to pay for supplies, and he had more ships built for the English navy. In addition, Pitt chose two fine generals to lead the English armies in America, General James Wolfe and General Jeffery Amherst.

Amherst's army won the first important British victory, defeating the French at Louisbourg, a strong fort on the Atlantic coast of Canada.

The next year Amherst captured another great fortress, Fort Ticonderoga, in northern New York. Colonial soldiers also captured French forts along the southern shore of Lake Ontario.

## Quebec Was Captured

General Wolfe had been given the hardest job. He was to capture Quebec, the capital of Canada. The French governor lived there, and he ruled all the French colonists in America. Quebec was so important that if it were captured the English would win the war.

Some men in England thought that Pitt was wrong to give Wolfe such an important task. Wolfe was known as a hard fighter, but he was only thirty-two years old. Pitt was warned that the young general might take chances and lose his whole army. But Pitt had great trust in Wolfe, and a plan was made to attack Quebec. The city was built on a high



bluff overlooking the St. Lawrence River, and no army had ever been able to capture it.

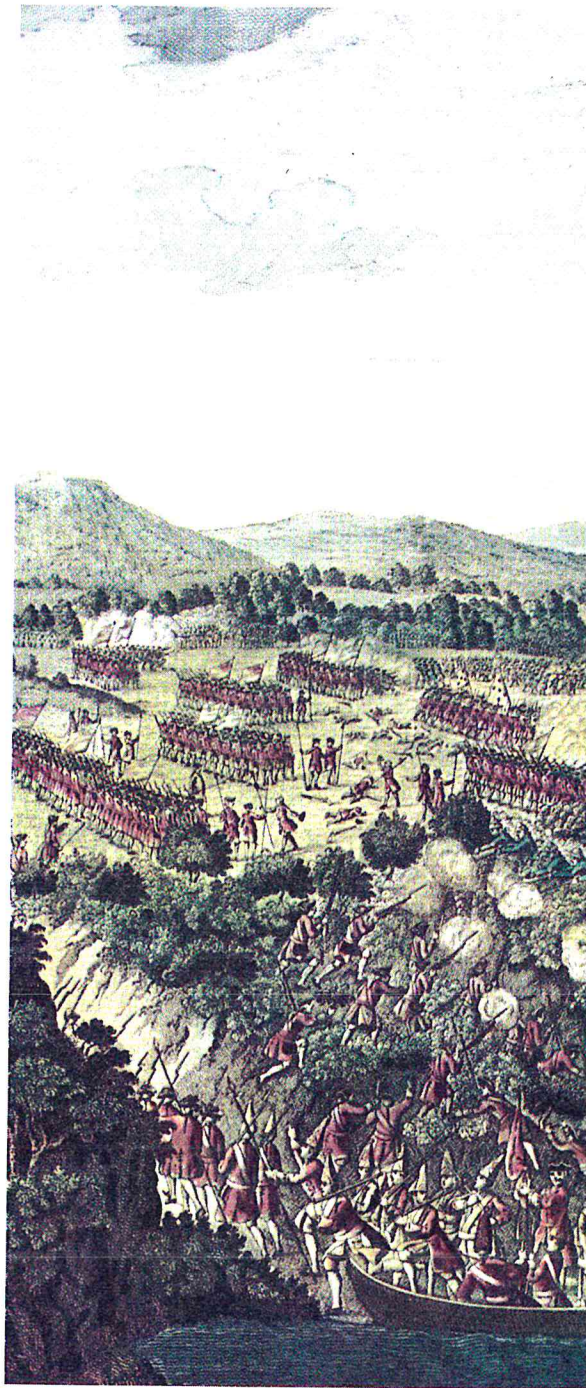
Wolfe led an expedition of 250 ships and 8,500 soldiers against Quebec. It was the largest army that had ever been in America up to that time. A series of fire signals arranged by the French commander, General Louis Montcalm (mont käm'), warned of Wolfe's coming.

The French were ready, and for more than two months, Wolfe and his men had no success. Then Wolfe, in a carefully planned attack, landed his men secretly below Quebec. They quietly climbed a forgotten trail up the steep cliff. The next morning, General Montcalm was astonished to see the English army facing the city of Quebec. On September 13, 1759, a battle was fought. Both Montcalm and Wolfe were killed, but the English captured the city.

### **France Made Peace**

The war continued four years after the capture of Quebec, but in 1763 France made peace. As a result of the war, France gave to England all of its land in Canada and all of the French territory east of the Mississippi River. The French lands west of the Mississippi were given to Spain for helping France.

**The French hold on North America was broken at the Battle of Quebec. English soldiers are shown coming ashore as the battle rages.**









The war had an unexpected result. The English colonists had always feared the French. Because of this fear, they depended on England to protect them. After the war, the fear of the French was removed. The colonists could now be more independent of England. The English colonists who had become Americans were soon to form their own country. This would not have been possible had strong French forts remained along the western and northern borders of the English colonies.

### **The Main Points in This Chapter**

1. The French and English fought four wars in America over land that both countries claimed.
2. The final war began in 1754, and in a battle early in the war George Washington played an important part.
3. The English began to win the war when French forts on the Atlantic coast, along Lake Ontario, and in northern New York were captured. In 1759 Quebec, the capital of New France, fell to English troops led by General James Wolfe.
4. The war gave England more territory in North America, but because the colonists no longer needed to fear the French they became less dependent on England.

### **What Comes Next in the Story**

The colonies quarrel with England, and they decide to become a new and independent nation.

### **TO HELP YOU UNDERSTAND**

1. With a map of the eastern part of the United States on your desk, reread the section in this chapter called "France and England Quarreled." Locate on the map all the places mentioned.
2. Select one kind of equipment shown in the picture on page 140 for an oral report. Use reference books for additional information and illustrations.
3. Study the maps on page 142. Discuss the changes in the European possessions in North America between 1748 and 1763. Recall which explorers gave each country its original claim.
4. Write two paragraphs about the Ohio Valley. In one paragraph tell why the French wanted to control the region. In the other tell why the English and the colonists wanted it.
5. Write an account that George Washington might have written in his diary of the events occurring during one day that he worked for Lord Fairfax.
6. Prepare an oral report about one of these men: General Braddock, William Pitt, General Wolfe. Use reference books for more information.

### **Books to Read**

Eaton, Jeanette. *Washington, the Nation's First Hero.*  
Edmonds, Walter D. *The Matchlock Gun.*  
Hays, Wilma. *Drummer Boy for Montcalm.*  
Johnson, Gerald. *America Is Born.*



## ANOTHER LOOK AT UNIT 3

### Prepare a Book Report

Read one of the library books listed in Unit 3 and give an oral report on it.

### Write and Present a Play

Appoint two committees to write plays, select actors, and direct the plays. Have one committee write about Benjamin Franklin. Have the other write about the part played by George Washington in the French and Indian War.

### Make a Map

Have a committee draw a large map of North America. Locate on the map the places mentioned in Unit 3. Select a color for each European country that entered the race for North America, and color the map to show the land that was claimed by each country. Circle the region that both France and England wanted.

### Write a Biography

Write a biography of Benjamin Franklin. Include reasons why he deserves to be called "the first American."

### Play a Guessing Game

Write a sentence about each person on the list, but do not use the name in the sentence: Peter Stuyvesant, General Braddock, William Pitt, General Wolfe, General Amherst. Take turns reading the clues and guessing the person.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line and prepare a report about it.

1609 Henry Hudson discovered New York harbor

1619 House of Burgesses established

1620 Pilgrims started Plymouth colony

1623 Dutch settled Manhattan Island

1630 Puritans established Massachusetts Bay

1634 Maryland established

1636 Harvard College founded

1644 Rhode Island established

1648 Thirty Years War ended in Europe★

1650

1653 Oliver Cromwell became ruler of England★

1662 Connecticut established

1664 English captured New York

1670 Carolina established

1680 New Hampshire established

1682 Pennsylvania established

1688 Glorious Revolution in England★

1689 Peter the Great became ruler of Russia★

1693 College of William and Mary founded

1700

1704 Delaware established

1729 North and South Carolina became separate colonies

1733 Georgia established

1750

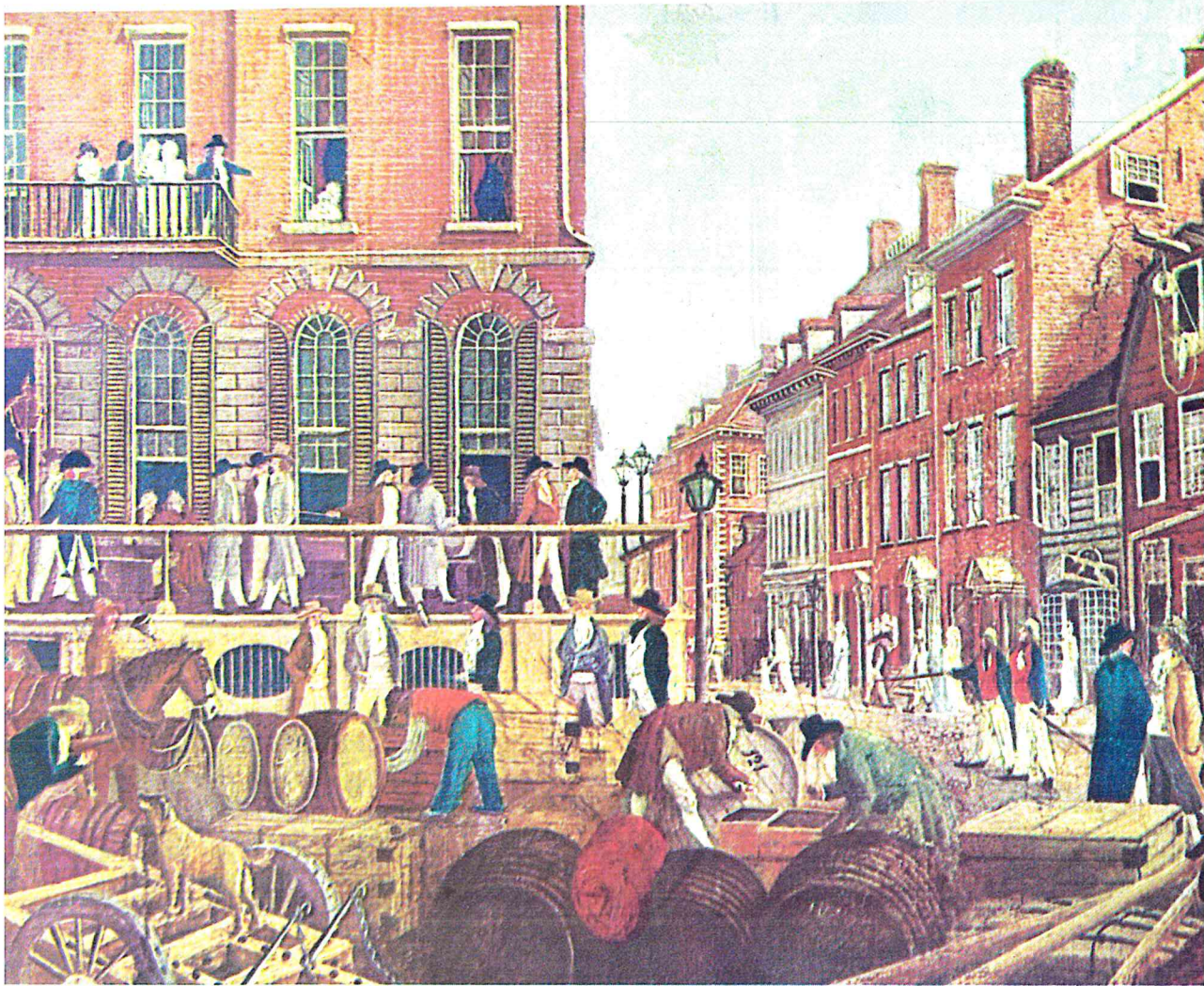
1752 Franklin's electrical experiments

1754 French and Indian War began

1759 Wolfe captured Quebec

1763 French and Indian War ended



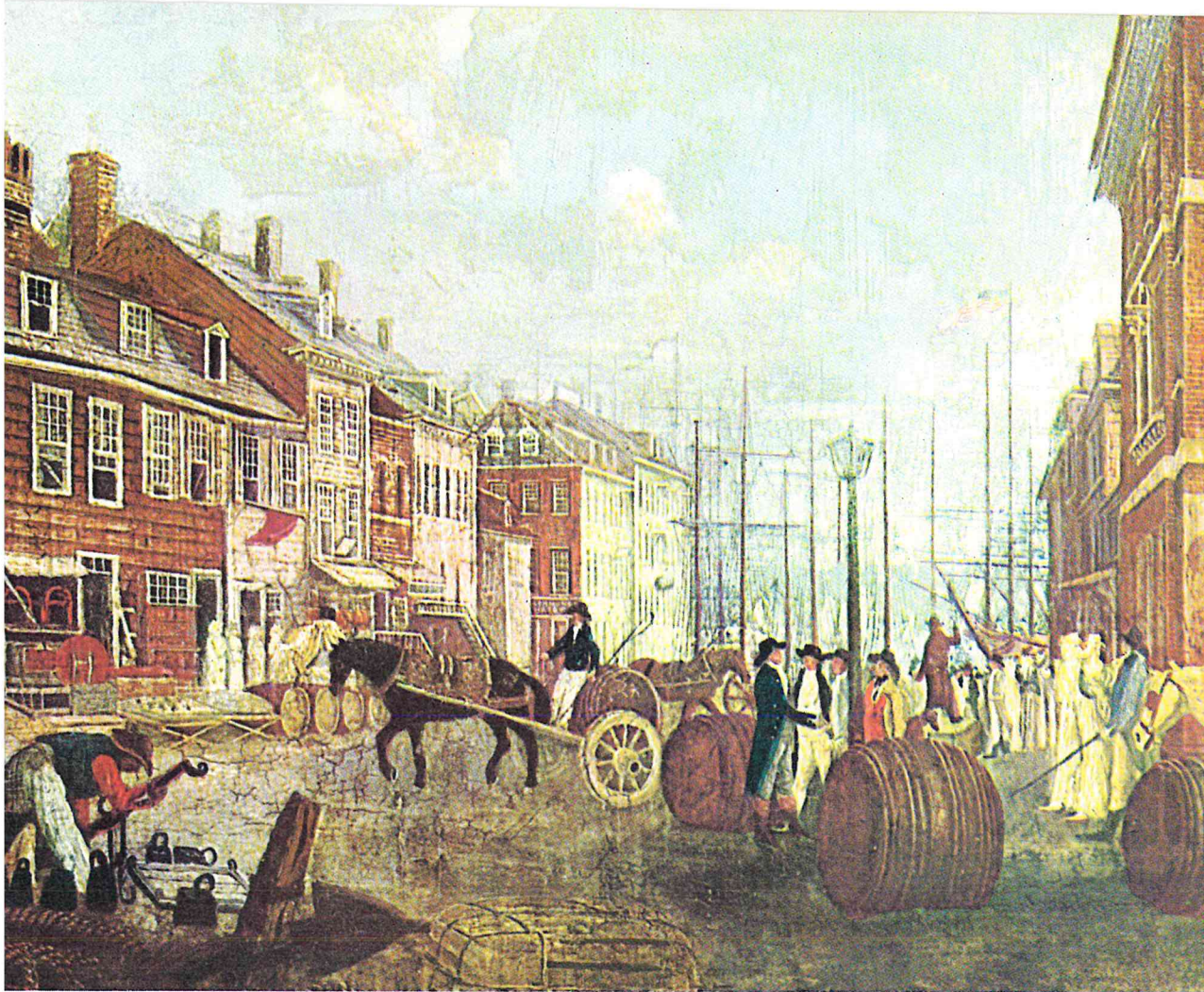


# UNIT 4

## AMERICANS STARTED A NEW NATION

**UNIT THEME :** Americans won independence and their new nation gradually grew strong.



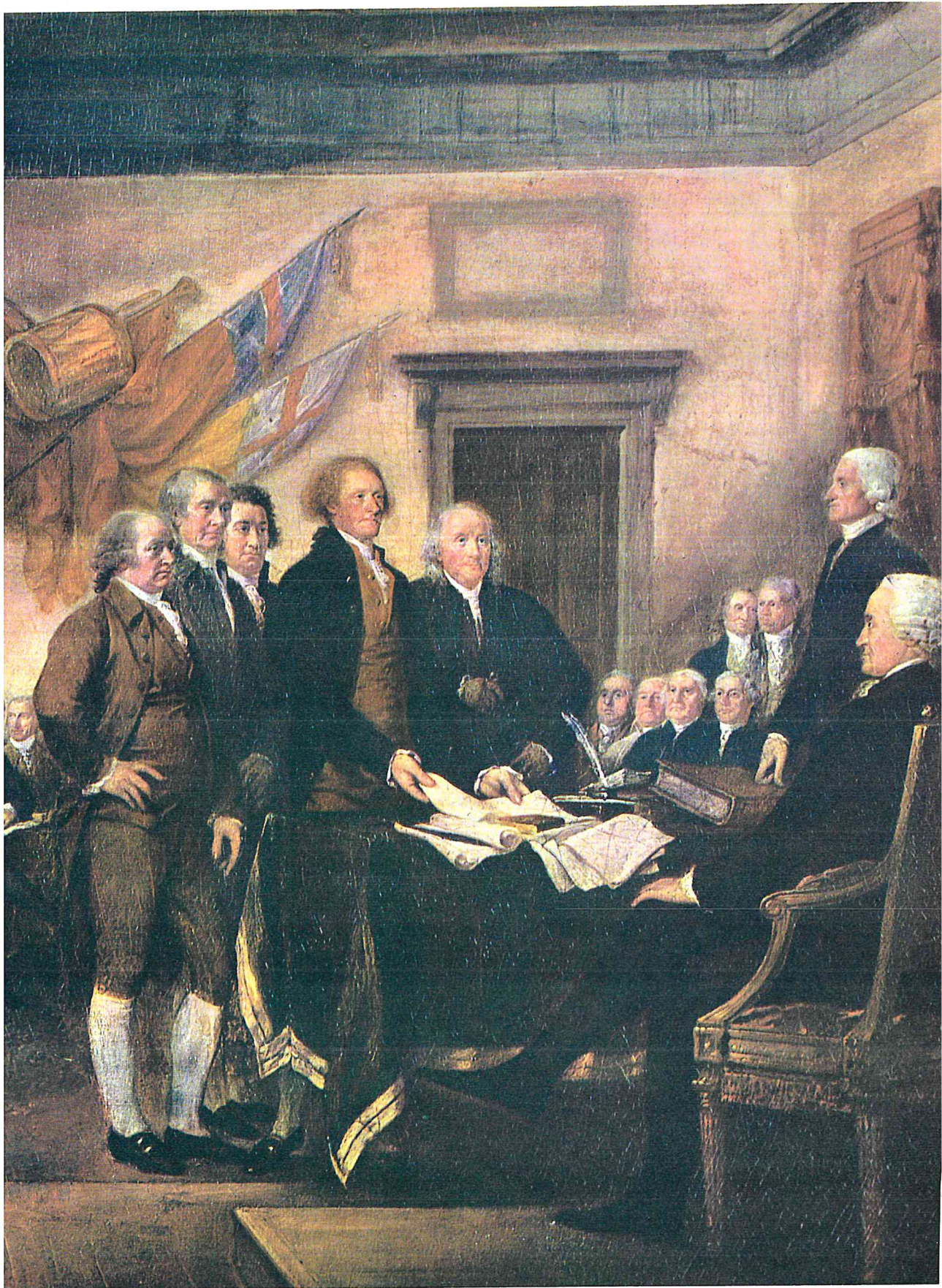


**The growing trade of the young United States was carried on in ports such as New York, shown here in a 1798 painting. Merchants discussed business in the building at left.**

As the colonies grew stronger, they quarreled with England. The quarrel led to the War for Independence. After the war, the colonists formed a new nation, the United States. In 1787 Americans wrote the Constitution, a plan for their government that helped to strengthen the new nation.

Trade also strengthened the United States. Merchants grew prosperous as ships with American goods sailed to many ports of the world and ships from other nations visited America. Early in the 1800's, the United States fought another war with England and proved that it could protect its trade and its independence. Americans also started factories and improved the nation's transportation system by building roads, canals, and steamboats.







# THE ENGLISH COLONIES BECAME A NATION

Why did the colonies quarrel with England?

What actions did the colonists take against tax laws made in England?

What actions did England take against the colonies?

Why did the colonists seek independence?

This chapter answers these questions.

## A QUARREL BEGAN

After England won the land between the Appalachian Mountains and the Mississippi River from France, it became the

**The Declaration of Independence is offered to Congress. From left to right are John Adams, Roger Sherman, Robert Livingston, Thomas Jefferson, and Benjamin Franklin. This is a detail of John Trumbull's painting.**

most powerful nation in the world. England, which is often called Great Britain, had a strong army and navy. It had colonies in many other parts of the world.

Certain questions arose about Great Britain's new land in America and about the American colonies. One question was: What should be done with the land won from France? Some people thought that new colonies should be made in the region west of the Appalachians. Others wanted to divide the land among older colonies such as Virginia and Pennsylvania. The Indians who lived west of the Appalachians did not want any colonists to settle there. They attacked bands of settlers who moved west. England did not want trouble with the Indians.

The English answered the question when the king ordered the colonists not



**An American sailor painted British soldiers landing in Boston in 1768. Having to feed and house soldiers made the colonists angry.**

to settle west of the Appalachians. Many colonists were unhappy with this decision. They had expected to move west and build new homes on new lands.

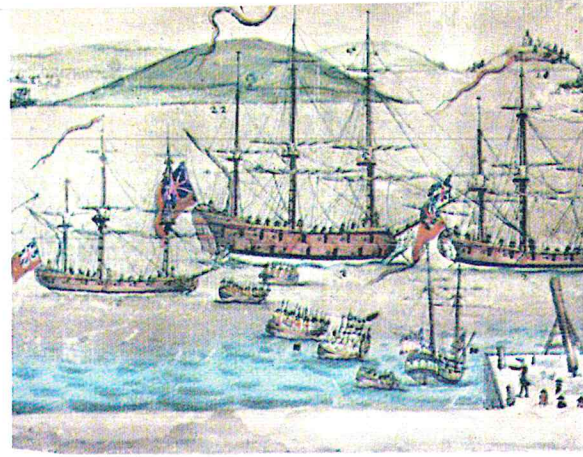
A second question was being asked in Great Britain: How shall we keep our land in America safe? Government leaders decided to send 10,000 British soldiers to America to protect the colonies and the new land gained from France.

Many colonists did not like to have soldiers living among them. They said that British soldiers had never been kept in America when the French were a danger to the colonies. The colonists wanted to know why soldiers should be in America now, when the danger from the French had passed.

### **England Made a Tax Law**

Great Britain also decided to make the colonists pay taxes. Britain needed money to pay for the war against France and for the soldiers sent to America. The colonists, as you learned in Chapter 9, governed themselves; they had always made their own tax laws. They felt England had no right to tax them.

Yet, in 1765, Parliament passed a tax law called the Stamp Act. This law said that the colonists must buy stamps from the government and put them on many of the things that they used. For ex-



ample, if a colonist wanted to put an advertisement in a newspaper, he had to pay the government two shillings, which is about fifty cents in our money. If he bought a pack of cards, he had to pay one shilling.

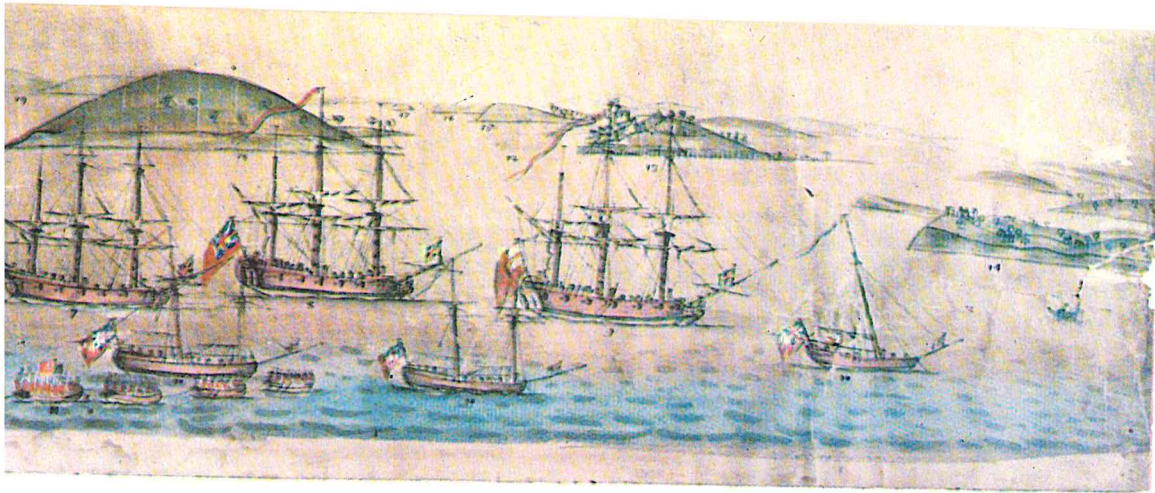
There were also stamps for many kinds of papers. For example, if a man sold a piece of land, he had to give the buyer a paper called a deed. The man who sold the land had to put a stamp costing two shillings on the deed.

The colonists disliked the Stamp Act more than any other British law. They fought against it in many ways.

Groups of men called Sons of Liberty were formed in each colony to make certain that the Stamp Act was not obeyed. Often the Sons of Liberty used threats of violence against British officials. In New York, they forced the British officer who was to collect money for the stamps to give up his job. In South Carolina, they held parades and marched through towns at night, carrying lighted torches. The parades were to remind colonists that they should not pay the stamp tax.

Each colony decided to send leaders





to New York to discuss the Stamp Act. These leaders agreed that the colonies would continue to oppose the law and that a letter would be written to the king asking that the law be changed. They also agreed that no one in the colonies would buy products from England until the law was changed.

Parliament finally repealed the Stamp Act. Repeal means to give up or to erase a law. However, at the same time; Parliament made another law saying that it had the right to tax the colonists.

### **The Fight for Rights Continued**

The quarrel between the colonists and England centered on two important questions: What rights did Parliament have over the colonists? What rights did the colonists have that Parliament could not take away? From 1765, when the Stamp Act was passed, until 1776, when the colonists finally declared that they would separate from England and be independent, these two questions were discussed again and again in England and in the colonies.

Two famous men worked especially

hard for the colonists' rights. They were Patrick Henry and Samuel Adams. Patrick Henry was only twenty-eight years old when Parliament passed the Stamp Act, but he was already a famous lawyer and a member of the Virginia legislature.

Patrick Henry believed that England had no right to tax the colonists. Before Parliament repealed the Stamp Act, he persuaded the legislature of Virginia to declare that the law was wrong.

The colonists were Englishmen, Henry said to his fellow members of the legislature. Colonists had all the rights of Englishmen, even though they lived in America. It was the precious right of every Englishman to have his own legislature tell him what taxes he must pay. Parliament was not the legislature of the colonies, Henry went on. There were no colonists in Parliament to represent those who lived in America, that is, to speak and to help make laws for them.

Since there were no colonists in Parliament to represent America, Henry said, the Stamp Act meant that the money of colonists was taken from them



without their permission. Therefore, it was wrong.

Patrick Henry's words were printed in newspapers in all the colonies. They encouraged people to oppose the Stamp Act and to refuse to buy the stamps.

Samuel Adams lived in Boston, where much of the trouble with England began. Like Patrick Henry, he often warned the colonist against giving up any of their rights.

One of the most important things Samuel Adams did was to help form groups that were called Committees of Correspondence. Each Committee of Correspondence wrote letters to the others, giving news of the quarrel with England. Adams first started a Committee of Correspondence in Boston. Soon every colony had one. They helped to unite the colonists against England.

### **A Fight Took Place in Boston**

In 1767, a year after the repeal of the Stamp Act, Parliament placed new taxes on glass, paint, paper, and tea that colonial merchants bought in England. The colonists strongly objected, and they complained about the British soldiers who helped officials collect the taxes. In Boston, colonists often made fun of the soldiers in their red uniforms, calling them "lobster backs."

One day in March, 1770, a big crowd of colonists gathered around several soldiers on one of the main streets of Boston. The colonists began shouting and throwing snowballs at the soldiers,

and then attacked them. The soldiers fired into the crowd, killing five people. One of the dead was Crispus Attucks, a leader of the crowd. Attucks was a Negro who escaped from slavery and had become a sailor.

Angry colonists called the brief fight the Boston Massacre. The soldiers were given a trial, and two were found guilty of manslaughter. On the day of the Boston Massacre, Parliament repealed most of the new taxes.

## **THE QUARREL LED TO BATTLES**

For a few years after the Boston Massacre, there was little trouble between Great Britain and the colonies. Then, in 1773, Britain passed the Tea Act. This law said that only one British trading company could sell tea to the colonies.

The Tea Act made it possible for the colonists to buy tea at a low price, but they still had to pay a tax on it. Colonial leaders spoke out strongly against the Tea Act. The price of tea had nothing to do with the matter, they said. Parliament still had no right to tax them. They would not pay the tax, and they would not allow merchants to sell the tea.

### **Some Indians Had a Tea Party**

Many ships loaded with tea were already on the way to America when the colonists learned of the tax. Ships came to Charleston, Boston, New York, and



other cities. In some cities, the colonists allowed the tea to be landed and stored in warehouses so that it could not be sold. In other cities, they sent the ships back to England without allowing them to unload the tea.

It was in Boston that trouble started. There, on the night of December 16, 1773, some colonists painted their faces and dressed themselves like Indians and slipped quietly down to the harbor. Waving their tomahawks and shouting an Indian war whoop, they went on board the tea ships and dumped the tea into the harbor. That was the end of the tea; but it was not the end of the trouble.

The king and Parliament became angry when they learned what had happened in Boston. They made up their minds to punish the people of Boston and show all of the colonists that the laws of Parliament had to be obeyed.

British soldiers were sent to Boston, and warships were ordered to enter the harbor to stop all of the city's trade. Parliament also passed a law to take away the right of Massachusetts people to govern themselves. These actions were taken because the British believed that they could govern the colonies as they pleased, without paying any attention to the wishes of the colonists.

Colonial leaders from each colony met once more, this time in Philadelphia. They formed a group called the Continental Congress. The Congress played an important part in helping the colonists to express themselves and take

action against the English. It called on the colonies for soldiers, gathered supplies, and sent letters to the king to protest British actions in Boston. The Congress also asked all colonists to stop buying British goods.

### **British Marched Against the Colonists**

The British soldiers sent to Boston were under the command of General Thomas Gage. On the night of April 18, 1775, General Gage ordered 700 men to march secretly from the city to seize some gunpowder and cannon that the colonists had stored at Concord, a town near Boston.

Some of Sam Adams's men in Boston learned of the general's plan, but they did not know exactly when the soldiers would march. They wanted to warn the colonists at Concord, but they did not want to warn them too soon and give General Gage a chance to change his plan. So they arranged a signal.

Paul Revere, a Boston silversmith, agreed to have a signal flashed in the tower of the Old North Church to tell others whether the British were setting out from Boston by land or by water. One lantern meant that the British would go by land; two lanterns meant that they would go by water.

After the signal was flashed that the British were taking the water route, Revere hurried across the Charles River to the town of Charlestown. There, his friends had a swift horse ready for him to ride to the town of Lexington and



then to Concord to warn the colonial leaders.

Much later, an American poet, Henry Wadsworth Longfellow, wrote a famous poem about Revere's ride:

A hurry of hoofs in a village street,  
A shape in the moonlight, a bulk in the dark,  
And beneath, from the pebbles, in passing,  
a spark  
By a steed flying fearless and fleet . . .  
So through the night rode Paul Revere,  
And so through the night went his cry  
of alarm . . .  
A cry of defiance and not of fear,  
A voice in the darkness, a knock at the door,  
And a word that shall echo forevermore!

### **Colonists Fought a Battle**

Farmers and merchants who lived in Lexington and Concord were prepared. During the months before Paul Revere's ride, they had gathered guns and ammunition and had practiced marching together as soldiers. They became a militia (məlish'ə), a body of men ready to leave their jobs at any time to become part of an army. Members of the Massachusetts militia were called Minutemen, because they were always ready to march at a minute's notice.

Awakened by Paul Revere's warning, the Minutemen dressed hastily and snatched up their guns. Part of the militia gathered at Lexington, on the road to Concord. When the 700 English sol-

diers arrived at Lexington early in the morning of April 19, they found thirty-eight Minutemen blocking their path.

The English commander ordered the Americans to lay down their guns and go home. Just as the Minutemen started to fall back, someone fired a shot. To this day we do not know whether it came from a British or an American musket. Officers on both sides said that they did not give an order to fire. Perhaps a nervous soldier pulled the trigger of his gun accidentally. It turned out to be the first shot in the War for Independence.

After that first shot, soldiers on both sides began to fire. Eight Americans were killed and nine others were wounded. The English soldiers then marched on to Concord, but the colonists had already moved most of the powder and cannon; the British got little for their hard journey. To make matters worse, they were twenty miles from Boston and hundreds of Minutemen were gathering to attack them.

All the way back to Boston the British soldiers had to carry on a running fight. Every rock and tree seemed to hide an American who blazed away at the red-coated soldiers. A British officer later wrote: "There was not a stone wall or a house from whence the Rebels did not

**This portrait of Paul Revere was painted by American artist John Singleton Copley about 1765. Revere, a well-known silversmith, is shown holding a teapot he designed and made.**







fire upon us." Two hundred and seventy-three of General Gage's men were lost that day. Only a second group of soldiers that were sent out from Boston saved the remaining redcoats.

## FIGHTING LED TO INDEPENDENCE

Messengers sent by the Committees of Correspondence were soon in the sad-

dle, carrying the news that fighting had broken out. Newspapers printed the news. Everywhere there was great excitement, and thousands of men gathered in the town of Cambridge and prepared to attack General Gage in Boston, a few miles away.

Even before the news of the fighting reached Virginia, Patrick Henry made one of the most exciting speeches ever given in the English language. He said





that Great Britain had no enemy in North America to call for the sending of so many ships and soldiers. "They are meant for us," he warned. "They can be meant for no other. They are sent over to bind upon us those chains which the British have been so long forging.

"If we wish to be free we must fight! There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the

plains of Boston! The war cannot be avoided—let it come! I repeat, sir, let it come! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brothers are already in the field!

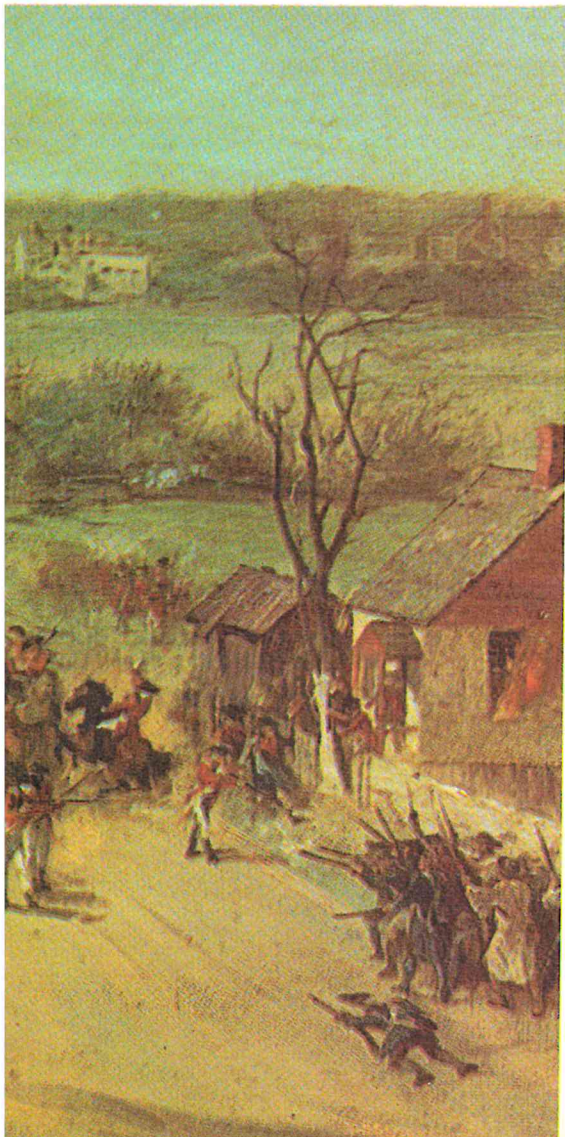
"Why stand we here idle? What is it that the gentlemen wish? What would they have? Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

### **British and Americans Met at Bunker Hill**

A few months later, in June, 1775, the British and Americans fought again, this time at the Battle of Bunker Hill. Bunker Hill was located on a peninsula overlooking Boston. The Americans, expecting the British to attack, built a small earth fort on top of Breed's Hill, which lay in front of Bunker Hill. Some of the British leaders expected the Americans to run when the British soldiers advanced, but the Americans stoutly defended the fort.

The first two British attacks failed; only a third and final attack succeeded. However, almost one-half of the British soldiers in the attacking force were

**English troops, returning to Boston after the fighting at Lexington and Concord, are shown being attacked by swarms of Minutemen.**







**Above: An artist's drawing of the hand-to-hand fighting at the Battle of Bunker Hill.**

**Below: The signing of the Declaration of Independence in Congress on July 4, 1776.**



killed or wounded that hot, dry June day. One of the British officers wrote: "A dear-bought victory. Another such would have ruined us."

### **Independence Was Declared**

The Americans slowly realized that they could not have the right to govern themselves until they declared their independence. In June, 1776, the Continental Congress decided that the thirteen American colonies should separate from England.

A group of men was asked to write a Declaration of Independence so that all the world would know why the Americans had made their decision. Thomas Jefferson of Virginia wrote the Declaration, but he was helped by others, especially John Adams of Massachusetts and Benjamin Franklin of Pennsylvania. After Congress discussed the Declaration and made some changes, it was accepted on July 4, 1776.

The Declaration of Independence is the most important paper in our history. It said that the English colonies were free American states. It also stated certain great truths: that men are created equal; that they have certain rights which cannot be taken away; and that a government is established to protect these rights.

The colonies had declared that they would separate from Great Britain. But this was not enough. Before they would have independence, the colonists had to defeat the strongest nation in the world.



## The Main Points in This Chapter

1. After the British defeated the French in 1763, Britain kept the colonists from entering the territory west of the Appalachian Mountains, which made the colonists angry.
2. The British decided to send soldiers to protect the American colonies, which also angered the colonists.
3. The colonists disliked most the British attempt to tax them, for the colonists thought that the British were taking away their important right to make their own tax laws.
4. Men like Sam Adams and Patrick Henry led the protest against England, but they had strong support from many of their countrymen.
5. After the Boston Tea Party, the British punished Massachusetts by taking away its government and closing the port of Boston.
6. The first shots of the Revolution were fired at Lexington when British troops marched out from Boston to destroy American supplies.
7. In 1776, the Continental Congress approved the Declaration of Independence, declaring the colonies to be free American states, and stating that all men have certain rights that can never be taken away by any government.

## What Comes Next in the Story

After eight years of war, Americans win their independence from England.

## TO HELP YOU UNDERSTAND

1. Imagine that you are a news announcer attending the meeting of the Virginia legislature in 1765. Give to your radio audience a report of Patrick Henry's address to the legislature. Use reference books for more information about the speech and the members present.
2. Imagine that you are a member of a Committee of Correspondence living in Boston. Write a letter to a member who lives in New York City in which you describe the Boston Tea Party and the events leading to it.
3. Read the poem, "Paul Revere's Ride" by Henry Wadsworth Longfellow. In an oral report to the class tell the story that is told in the poem.
4. Write headlines that might have appeared on the front page of a Boston newspaper after the fighting at Lexington and Concord.
5. Prepare a report on the writing of the Declaration of Independence. Use reference books for more information.
6. Discuss the importance of the Declaration of Independence in America's history.

### Books to Read

American Heritage. *Lexington, Concord, and Bunker Hill*.  
Forbes, Esther. *America's Paul Revere*.  
Lawson, Robert. *Mr. Revere and I*.  
Longfellow, Henry W. "Paul Revere's Ride," *The Children's Own Longfellow*.







## CHAPTER 12

# THE COLONISTS WON THEIR INDEPENDENCE

Why was Washington a wise choice to lead American soldiers?

Why did France enter the war against England?

What battles made an American victory possible?

What did the Americans gain from the war?

This chapter answers these questions.

### WASHINGTON LED THE AMERICAN ARMY

The Continental Congress, meeting in Philadelphia, made George Washington

**This portrait of General George Washington was done by Gilbert Stuart, one of the leading American artists of Washington's time.**

a general and chose him to command all the American soldiers. Twenty years had passed since Washington marched with Braddock to drive the French from the Ohio Valley. He was now forty-three years old, the owner of half a dozen plantations, and one of the best-known men in Virginia.

Washington loved his plantations, but he willingly left them to lead the American army during eight years of war. He refused to take any salary for his service.

Many men are remembered for their part in the War for Independence, but George Washington is remembered above everyone else. He kept the army together when victory seemed far away and when other men grew discouraged. His good sense and determination to





**Washington's army attacks red-coated British soldiers at the Battle of Princeton**

win, and the respect he received from his fellow patriots, made him the great hero that he is.

About 300,000 soldiers served under Washington in the War for Independence. Some 5,000 of them were Negroes, who fought in many important battles.

### **The British Left Boston**

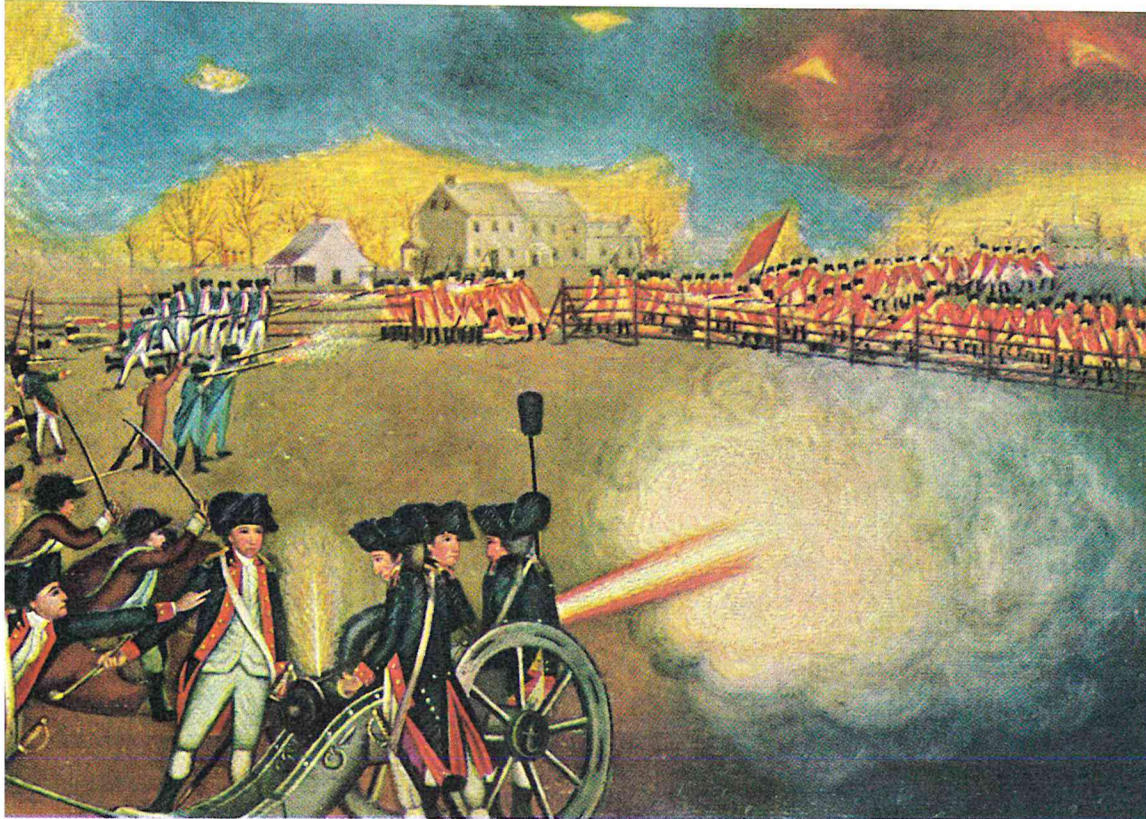
The American army, called the Continental Army, remained at Cambridge, Massachusetts, after the Battle of Bunker Hill. Washington went to Cambridge to take command of the soldiers.

The army's first task was to drive the British out of Boston. The Americans formed a semicircle around the city.

General William Howe, who had replaced General Gage as the British leader, left Boston and moved his army in ships to Halifax, in Canada. There, Howe obtained more ships and sailed to New York, where he was joined by other ships that came from England.

Washington moved his army to New York to meet the British. The British had more soldiers than the Americans, and the British soldiers were better trained. After several battles, they drove General Washington's army across the Hudson River. He retreated through New Jersey and crossed the Delaware River into Pennsylvania. Many Englishmen thought the war was almost won.





This painting is by the son of General Hugh Mercer, who was killed in the battle.

On Christmas night, 1776, Washington made a daring dash back across the Delaware River to attack the British in Trenton, New Jersey. It was a bitterly cold night. The wind whipped up the river, and great chunks of ice bumped against the small boats that carried the soldiers. Even though the bad weather slowed the crossing by several hours, Washington's army surprised the soldiers defending Trenton and captured it.

A week later, Washington defeated a British army at Princeton, a few miles from Trenton. Victories at Trenton and Princeton gave the Americans new hope.

About nine months later, in the fall of 1777, British and American armies

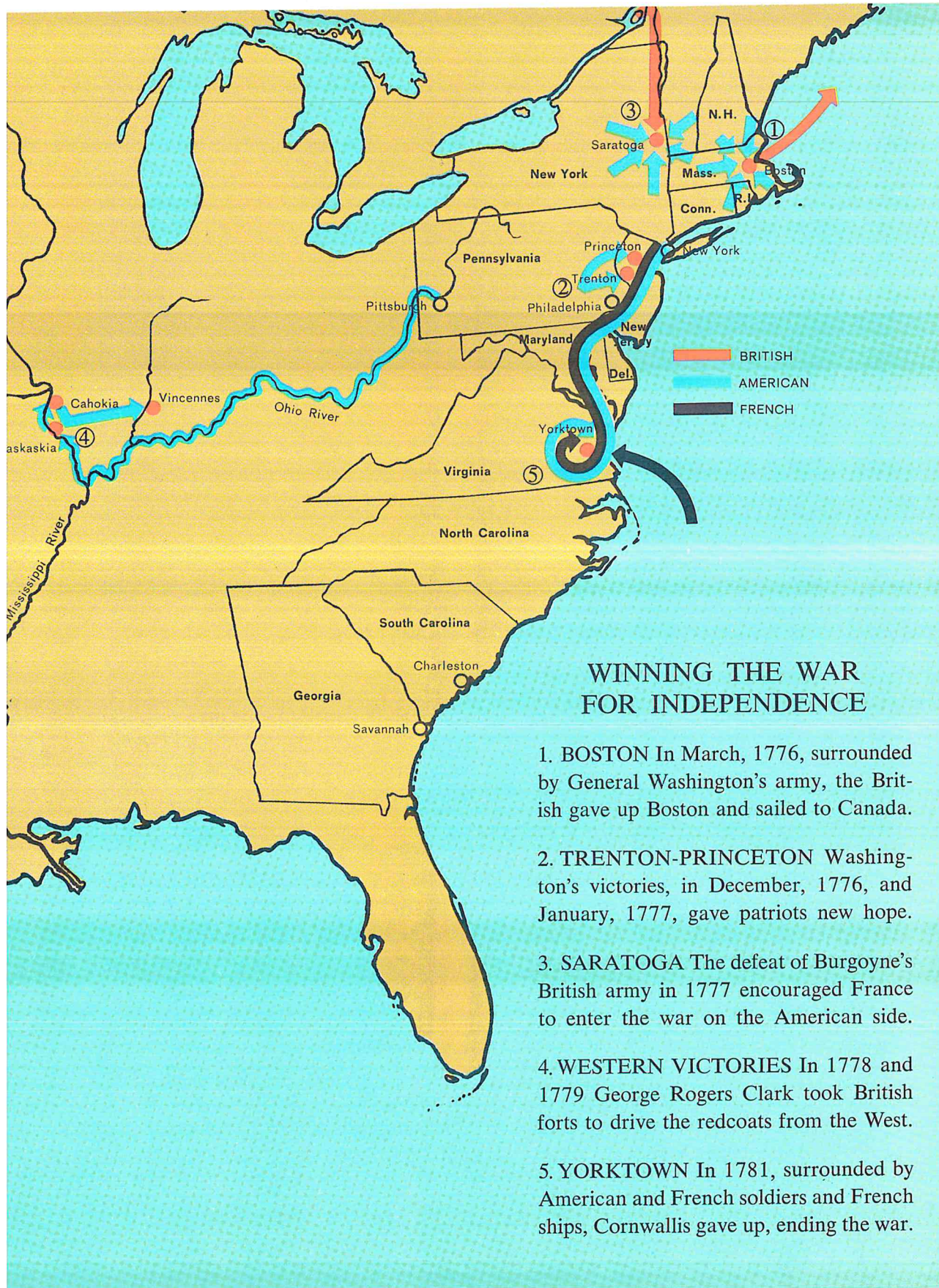
met near Philadelphia, in the battles of Brandywine and Germantown. Washington tried to prevent the British from capturing Philadelphia, but he failed.

### **The Army Suffered at Valley Forge**

The British soldiers spent a comfortable winter in Philadelphia. Washington and his soldiers made winter camp at Valley Forge, twenty miles away. From there Washington could keep watch on the British. Because of the delay in getting supplies, the Americans suffered terribly from cold, hunger, and a lack of clothing and shoes.

Washington, in writing to Congress, said that part of the army had been





## WINNING THE WAR FOR INDEPENDENCE

- 1. BOSTON** In March, 1776, surrounded by General Washington's army, the British gave up Boston and sailed to Canada.
- 2. TRENTON-PRINCETON** Washington's victories, in December, 1776, and January, 1777, gave patriots new hope.
- 3. SARATOGA** The defeat of Burgoyne's British army in 1777 encouraged France to enter the war on the American side.
- 4. WESTERN VICTORIES** In 1778 and 1779 George Rogers Clark took British forts to drive the redcoats from the West.
- 5. YORKTOWN** In 1781, surrounded by American and French soldiers and French ships, Cornwallis gave up, ending the war.



without meat for a week, and that before long, men would be starving. "What is to become of the army this winter?" he asked. "Not a single beef to kill, and not more than 25 barrels of flour! The men occupy a cold, bleak hill and sleep under frost and snow without clothes or blankets!"

One of the doctors in the camp at Valley Forge kept a diary, and this is what he wrote in December, 1777:

"There comes a soldier. His bare feet are seen through his worn-out shoes. His legs are nearly naked from the tattered remains of his only pair of stockings, his breeches are not enough to cover his nakedness, his shirt is hanging in strings. He comes and cries, 'I am sick. My feet are lame, my legs are sore, my body is covered with a painful itch. My clothes are worn out, my health is broken. I fail fast. I shall soon be no more!'"

Somehow, Washington held his army together through the terrible winter. When spring came, the men were better soldiers than ever, because they had been drilled for weeks by Friedrich von Steuben (stü'ben), a German officer who had come to America to help Washington. Valley Forge is remembered because it tested the courage of the Americans. It should also be remembered that at Valley Forge Washington's collection of soldiers became for the first time a trained army.

In June of 1778, the British in Philadelphia gave up the city and started

back to New York. Washington left Valley Forge and attacked the British at Monmouth, New Jersey. But he was not able to halt the enemy's march to New York. However, Washington set up a number of forts around New York, and the Americans were able to keep the British army in the city.

### **Americans Won a Victory in New York**

In 1777, while Washington was fighting one British army near Philadelphia, a second army, under General "Gentleman Johnny" Burgoyne (bér goin'), moved south into the colonies from Canada. Burgoyne hoped to capture all the colony of New York. If New York could be taken, then New England would be separated from the other colonies, and England might win the war.

An American army, which at first was commanded by General Philip Schuyler and later by General Horatio Gates, prepared to fight Burgoyne in the northern part of New York. The soldiers chopped down trees across the trails the British had to take. They built trenches along the hillsides to protect themselves when the British attacked.

American militia came from New York and New England to help fight Burgoyne. Soon Gates had 15,000 men; Burgoyne had fewer than 7,000.

The British and American armies met in three separate hard-fought battles, which together we call the Battle of Saratoga. The Americans won each battle. Finally, after three defeats, General



Burgoyne surrendered his army. It was a great victory for the Americans.

## FRANCE ENTERED THE WAR

The victory at Saratoga helped to persuade the French to come into the war on the side of the Americans. Actually, France had been helping the Americans since the war began. The French government secretly sold them guns, clothing, and ammunition. The French helped the Americans because their old enemy, Great Britain, had become the most powerful nation in the world. If the Americans became independent, the British would lose some of their power; such a thought was pleasing to the French.

In February, 1778, the French and the Americans made a treaty, which is a

document, or paper, in which two countries make certain promises to each other. In the treaty the French promised to help the Americans carry on the war until they won.

After making the treaty, France continued to send supplies to the United States. It also sent thousands of soldiers, and French warships fought English ships on the ocean.

Among the French officers who came to help the Americans was a young nobleman, the Marquis de Lafayette (mär'kwis də lä'fi et'). Although he was only twenty years old, Congress made him a general and sent him to assist Washington. Washington soon found that Lafayette was a skillful officer who fought bravely. He grew fond of Lafayette and trusted him.

## AMERICANS FOUGHT WEST OF THE MOUNTAINS

Just before the war started, some of the colonists had begun to move west of the Appalachian Mountains into what are now the states of Tennessee and Kentucky. English soldiers held forts north of the Ohio River, and after the war began, the English encouraged Indians to attack the settlers and burn their cabins.

Patrick Henry, who had become governor of Virginia, ordered Colonel George Rogers Clark to protect the settlers.

On July 4, 1778, Colonel Clark and his little army of fewer than 200 men



The redcoats lay down their guns at Saratoga.





**A British officer, surrendering Vincennes, hands his sword to George Rogers Clark.**

arrived at the village of Kaskaskia (kas-kas'kēä), in the southern part of Illinois. This village was held by the British. Clark's soldiers were out of supplies, and they had not eaten in two days.

Quietly, half of the army surrounded the little village. Clark led the remainder of his soldiers through the open gate of the fort, marched to the house of the British commander, and forced him to surrender. It was all over in just fifteen

minutes, and not a shot had been fired.

Many French people lived in Kaskaskia. Clark treated them well, and they helped him make friends with the people in other French settlements in Illinois. The French had settled in Illinois before England won the land from France; now the Americans were winning it from England.

There was another strong fort at Vincennes (vin senz'), on the Wabash River



in Indiana. It was commanded by Colonel Henry Hamilton, the leader of all the English soldiers in the area. Early in 1779, Clark marched to Vincennes.

It was the middle of winter, but a warm spell had melted the ice in the streams and much of the land was flooded. Clark and his men had to march 180 miles, sometimes through icy water up to their necks.

In spite of the hardships, the Americans reached Vincennes, surrounded the fort there, and captured Colonel Hamilton and all his men. With victories at Kaskaskia and Vincennes, George Rogers Clark and his little band of soldiers won the land west of the Appalachians.

## AMERICANS FOUGHT ON THE OCEAN

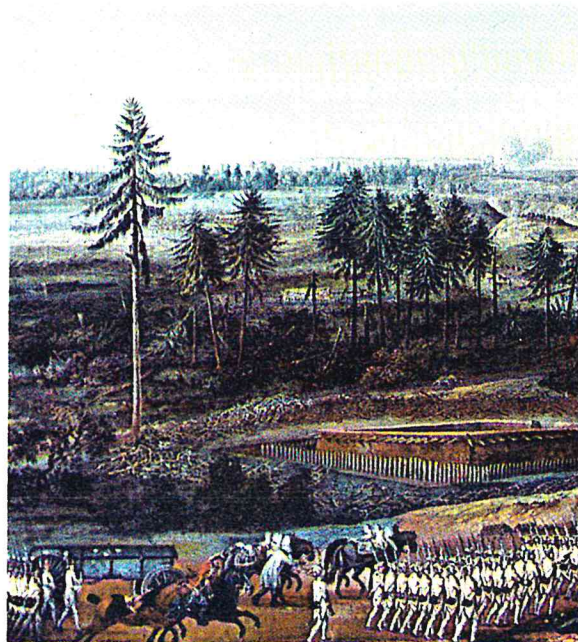
At the same time that Clark and his men were fighting the British west of the mountains, other Americans were fighting the British on the ocean. The Americans had no warships when the war began. But they owned many merchant ships, which were ships used in trade. Congress ordered guns placed on a number of merchant ships; these ships were the beginning of the American navy.

Of course, the little American navy was no match for England's large fleet. Yet Americans captured many of England's merchant ships and destroyed some English warships.

One of the first sailors to lead American ships against the British was John

Paul Jones. He was a young Scotsman who had lived in America for several years. Jones first went to sea when he was hardly more than a boy. Jones had much experience in commanding merchant ships, but no one expected that he would soon become one of the most successful naval commanders of his time.

In his most famous battle, Jones attacked the British warship *Serapis* (sə-rā'pis). His ship was the *Bonhomme Richard*, a leaky vessel that did not sail well. Early in the battle, Jones's ship caught fire, and the captain of the *Serapis* shouted to him: "Are you ready to surrender?" "I have not yet begun to fight!" Jones shouted back. The *Bonhomme Richard* finally sank, but not be-





fore Jones and his men had captured the *Serapis* and gone on board the British vessel.

## THE WAR ENDED IN VIRGINIA

While Washington was holding the main British army in New York, a British army attacked the Southern Colonies. This army captured Savannah, Georgia, and Charleston, South Carolina. Then the British marched inland from the coast and won more victories.

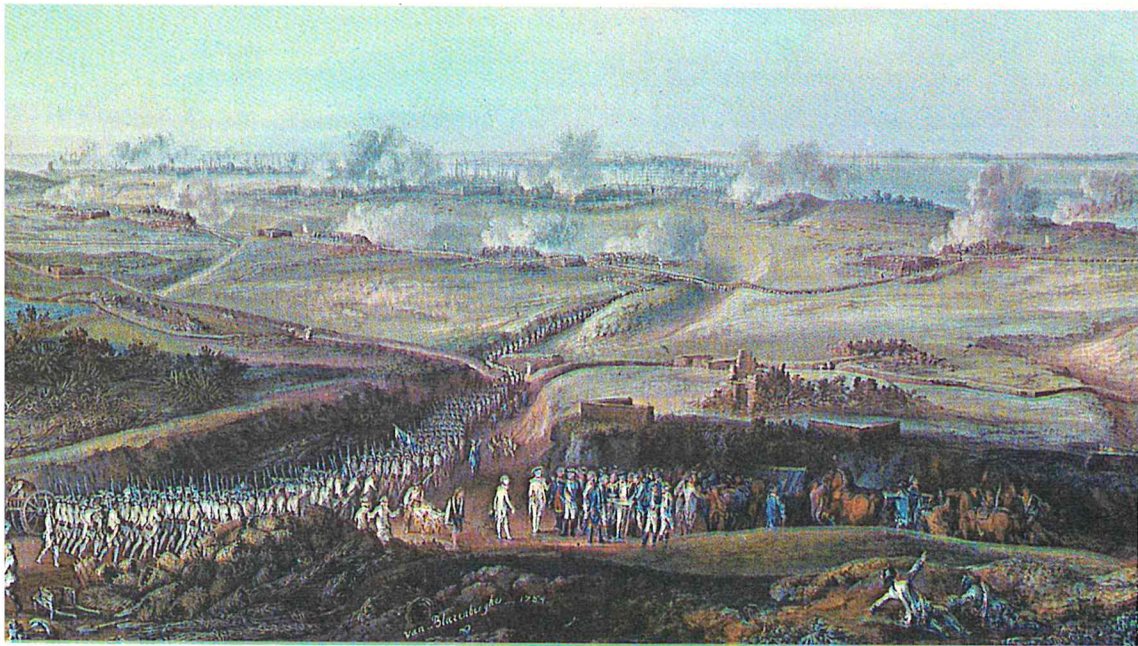
However, the British victories did not have a lasting result, because the Americans, led by General Nathanael Greene, would not give up. "We fight, get beat,

rise, and fight again," said Greene. As a result, the British were much like a ship sailing through the water. While they remained in a town or a region, they held it. But as soon as they left, the Americans closed in behind them.

### Cornwallis Was Trapped

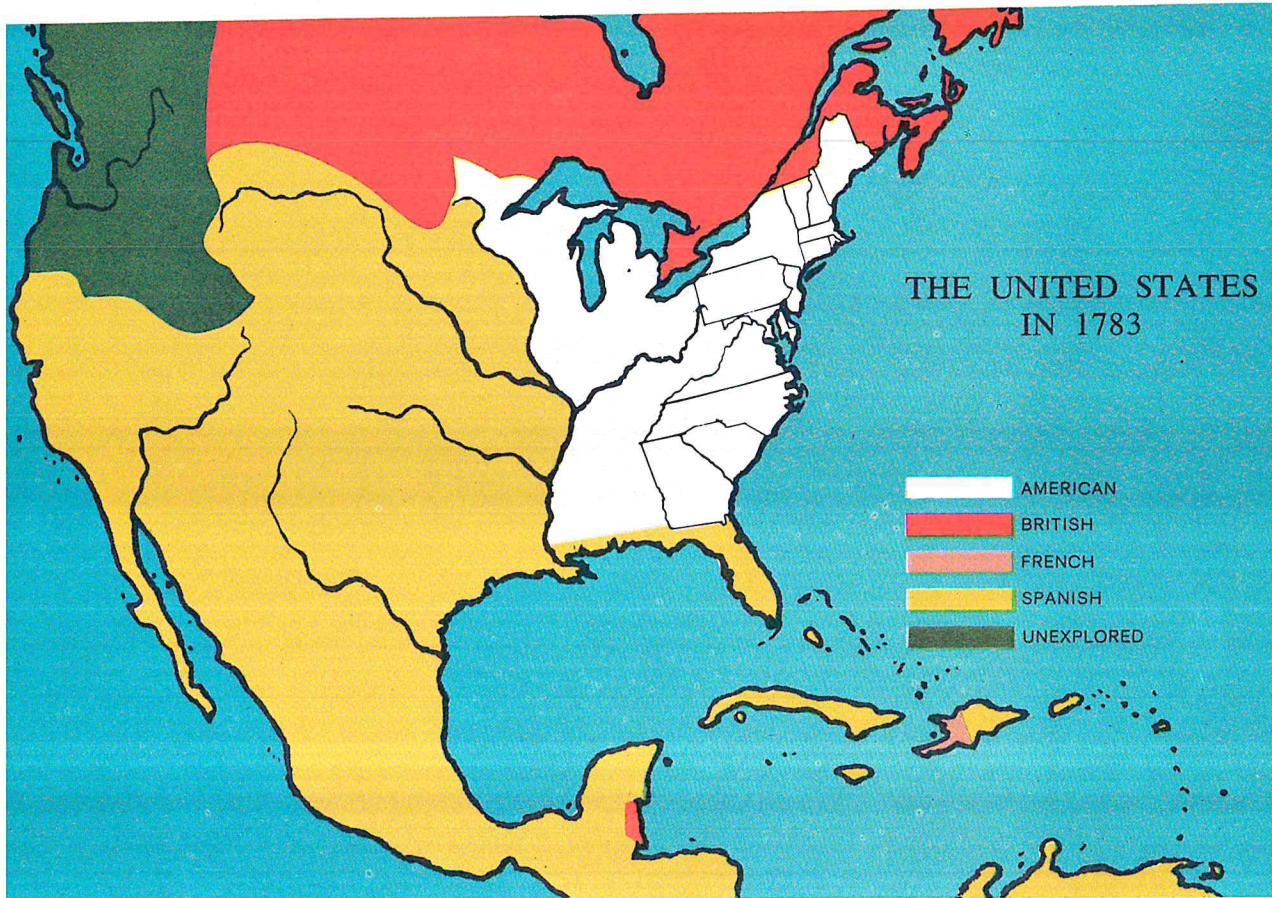
Early in 1781, General Charles Cornwallis, the British commander in the Southern Colonies, moved his army from North Carolina to Virginia. There, General Lafayette had a small American army. Cornwallis tried to capture him, but Lafayette slipped away.

Cornwallis led his army to the village of Yorktown, on a narrow peninsula between the York River and the James



French soldiers march into the trenches surrounding the British army at Yorktown.





River. There he waited for British ships to come. Cornwallis had entered a trap, but he did not yet know it.

A large French fleet came from the West Indies and cut off Cornwallis from the British ships. When the British fleet arrived, it was too small to defeat the French ships.

At the same time, Washington made the British in New York think he was going to attack them. Then he slipped away and hurried his army to Virginia. Washington was joined by Count Rochambeau (rôshâm bô') and a French army of about 5,000 men. The American and French soldiers then closed the land

route that led from the Yorktown peninsula. Cornwallis was trapped. He could not escape by land or by sea. On October 19, 1781, he surrendered.

### England Made Peace

The surrender of Cornwallis at Yorktown was the last important event of the War for Independence. The English government had grown tired of the war, but it took a long time to make peace.

After nearly two years of delay, on September 3, 1783, England and the United States signed a treaty of peace. England gave up all claims to land in the United States. As a result, the new



nation owned all the land between the Atlantic Ocean and the Mississippi River and between the border of Canada and the border of Florida. England continued to hold Canada, and Florida was still owned by Spain.

### The Main Points in This Chapter

1. General George Washington led the Americans in fighting the War for Independence; his first victories were at Boston, Trenton, and Princeton.
2. Valley Forge tested the courage of the soldiers, but it was even more important because an American army was trained there.
3. The American victory in the Battle of Saratoga helped to persuade the French to join the Americans against the British.
4. American victories at Kaskaskia and Vincennes, west of the Appalachian Mountains, were won by George Rogers Clark.
5. On the ocean, the Americans were not as strong as the British, but John Paul Jones and other captains won important victories.
6. The final great victory at Yorktown was won when Cornwallis was trapped between French ships and the French and American armies.
7. The peace treaty of 1783 gave the United States its independence.

### What Comes Next in the Story

The Americans establish a new government for the nation.

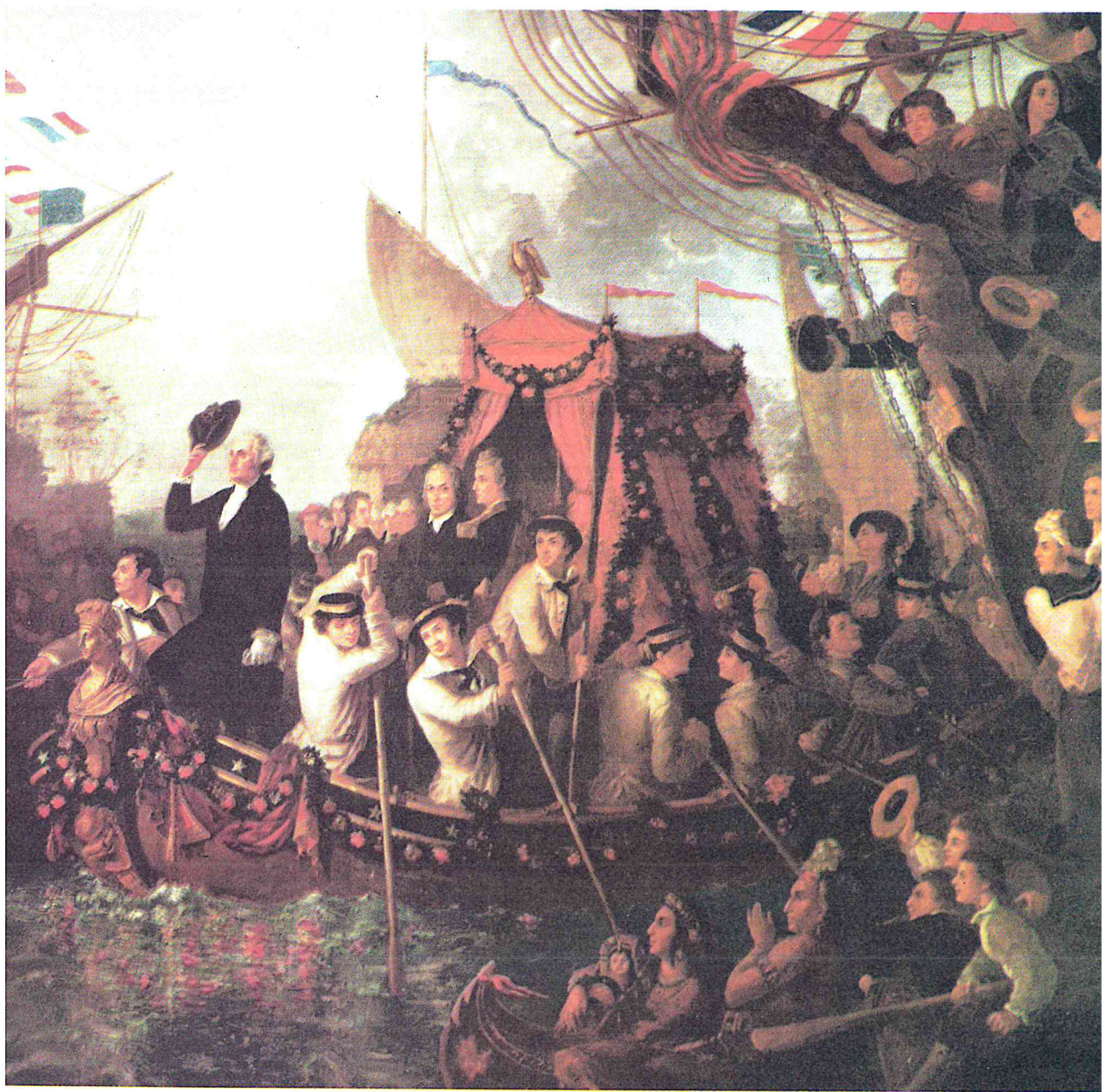
### TO HELP YOU UNDERSTAND

1. Prepare and present a talk about Gilbert Stuart, who painted the portrait of George Washington on page 162.
2. Choose an event in the War for Independence to tell about. Be sure to include your reason for selecting the event.
3. Using a map of New England and southeastern Canada, locate all the places mentioned on pages 164 and 165.
4. Discuss the statement: "Valley Forge tested the courage of the Americans."
5. On a wall map locate Vincennes and Kaskaskia and tell how George Rogers Clark helped to establish the western boundary of the new United States.
6. Tell of an important event that happened during each of the following times: Christmas, 1776; February, 1778; October, 1781; and September, 1783.
7. Choose one of these heroes and prepare and give a report about him: Marquis de Lafayette, George Rogers Clark, John Paul Jones.

#### Books to Read

Cavanah, Frances. *George Washington*. "Real People Series."  
Graham, Alberta Powell. *Lafayette, Friend of America*.  
Hays, Wilma. *Fourth of July Raid*.  
Holbrook, Stewart. *America's Ethan Allen*.  
Weir, Ruth. *John Paul Jones*. "Real People Series."







## CHAPTER 13

# THE NATION FORMED A NEW GOVERNMENT

Why did the states need to form one nation?

Why was a strong government needed?

How was the new government organized?

What important rights did the plan for a new government protect?

What problems did the new government have to solve?

This chapter answers these questions.

### THE STATES BECAME PARTS OF ONE NATION

After Congress adopted the Declaration of Independence in 1776, the American

**A cheering crowd welcomes George Washington in 1789 as he arrives in New York, then the nation's capital, to begin his Presidency.**

colonies became states. Americans then had to answer an important question: Should each state be a separate nation, or should all thirteen states join together as one nation? The question was not easy to answer.

If each state became a nation, all would be weak and they might not be able to defend themselves against enemies. In addition, each would be a foreign nation to the others, and one state might quarrel with another and go to war with it. A man from Virginia would be a foreigner in Maryland; a man from Pennsylvania would be a foreigner in New Jersey; and so on with all the states.

On the other hand, if all the states became one nation, a government would have to be established for all, and the people were not sure they wanted that.



They were fighting a war to break away from one such government, the king and Parliament. Some people did not want to have another one, even though they might elect the officers of the government.

The people finally decided to form one nation, or union, instead of thirteen nations. Toward the end of the War for Independence, Congress made a plan for a national government, that is, a government for all the states. The plan was called the Articles of Confederation.

### **A Stronger Government Was Needed**

Although the nation had a government, the states were not really united. Each state wanted its own way. Sometimes the people in the different states seemed to forget that they were all citizens of one nation. The Congress could make laws, but the people in the different states did not have to obey the laws unless they wanted to do so. Finally, enough people became dissatisfied with the Articles of Confederation to work for a stronger government for the nation.

From Mount Vernon, his beautiful home on the Potomac River, George Washington wrote letters telling his friends that the government must be changed and made stronger. "We cannot exist long as a nation," he said, "without having somewhere a power which will govern the whole Union."

Washington had two young friends who also thought that the national government should be stronger. One of these men was James Madison. He lived

about a hundred miles from Washington. The other was Alexander Hamilton, who lived in New York City.

Madison was a small, quiet man who spent most of his time reading, studying, and writing letters. More than anything else, Madison liked to study history and government. He tried to learn how all the nations of the past had been governed. He believed that he might learn how the United States should be governed by studying the governments of other nations. Madison probably knew more about government than anyone else in the United States.

Hamilton was a lawyer and, like Madison, a student of government. Hamilton had been a colonel in the War for Independence, and he and Washington became close friends.

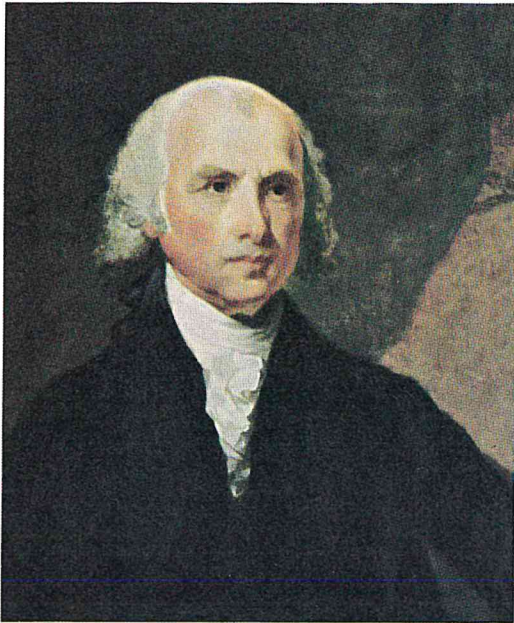
### **Leaders Met in Philadelphia**

Besides Washington, Madison, and Hamilton, there were important men in all of the states who wanted a strong national government. At last, it was decided that each state should send several men to a convention, or meeting, to talk about the problem and see if they could agree on a plan for such a government.

Rhode Island refused to have anything to do with the meeting, but the other twelve states sent fifty-five men to Philadelphia. There, the men wrote a constitution, which is a plan for government. The meeting at Philadelphia is called the Constitutional Convention.

The members of the Constitutional





**James Madison**

Convention met nearly every day from May 25 to September 17, 1787. All of them wanted the new government to be strong enough, but they did not want it to be too strong. The question they had to answer was: How strong is strong enough? They had a hard time answering it. Some gave one answer; others gave other answers. So they talked and wrote and argued in Philadelphia for nearly four months.

Finally, the members agreed on a plan which became the Constitution of the United States. The Constitution told what sort of government the nation would have. It said that the government would be divided into three parts. One part was to make the laws. A second

part would make sure that everyone obeyed them. A third part would settle any disputes about the meaning of the laws, and judge people who were said to have disobeyed the laws.

Congress was to make the laws. The President was to be the head of the nation and see that the laws were obeyed. The courts were to settle disputes and judge people.

James Madison had more to do with the making of the Constitution than any other one man. Long before the Convention met, he had already drawn up a plan for a new government. He talked about it and wrote letters about it to his friends. Washington agreed with it, and so did many other men.

When the Convention met in Philadelphia, Edmund Randolph of Virginia read Madison's plan to the members, and they used it for a model. Many changes were made in the plan. Other members offered their plans, and many of their suggestions were included in the plan that was finally agreed upon.

Madison was always present in the Convention. He tried to answer questions that others raised about how the government should work. He also took notes on the speeches made by others as well as himself. Today these notes tell us much about what happened in the Convention. Although other members of the Convention also did much important work in making the Constitution, James Madison is rightly known as "The Father of the Constitution."



## **The People Accepted the Constitution**

Washington was president of the Convention. When the Constitution was finished, he wrote many letters about it to friends throughout the country, asking them to accept it.

In the letters, Washington remembered that while the Convention met during those hot summer months in Philadelphia, the fate of the new nation was hanging by a thread. It had been hard for the members of the Convention to agree on the Constitution, Washington said. No one liked everything in it. "I wish the Constitution had been made more perfect," he wrote Patrick Henry, "but I sincerely believe it is the best that could be obtained at this time."

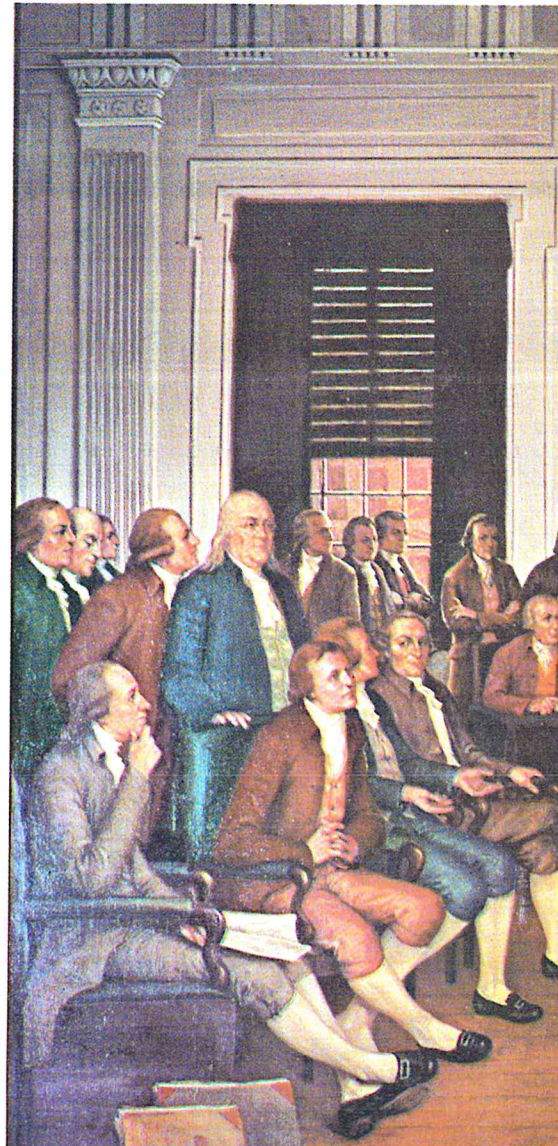
Before the new government could begin work, the people had to accept the Constitution. How could they say whether they wanted to accept it or not?

In each state, men were elected to go to a convention. There, the men studied the Constitution and talked about it. At the end of each convention, a vote was taken to find out whether the members wished to accept the Constitution or not. The members of the state conventions were divided in their ideas, just as the members of the Constitutional Con-

vention had been at Philadelphia. However, after much thought and discussion, they voted to accept the Constitution.

One thing that nearly everyone agreed upon was that the Constitution should declare which rights the national government could never take away from the people. They wanted it to be clear that the government could not control the

**The Constitutional Convention votes on the Constitution. Madison is seated at far left. Standing near him, in a blue coat, is Benjamin Franklin. Washington stands at the right.**





right to speak and write freely, the right to belong to whatever church a person chose, and certain other rights that all Americans enjoy. Nearly everyone wanted to make sure that the officers of government, despite their power, could never rob the people of freedom.

The men who accepted the Constitution in the state conventions made a list

of the rights of the people which they wanted the Constitution to protect. Later, the list of rights was added to the Constitution as amendments, or changes. The first ten amendments are called the Bill of Rights. They protect Americans from the power of the national government by listing the rights that the government cannot take away.





## THE GOVERNMENT BEGAN TO WORK

The Constitution is a plan. How would the plan work out in practice?

The Constitution said that Congress should be made up of two parts, a House of Representatives and a Senate. One of the first things to be done was for each state to elect members of the House, called representatives, and members of the Senate, called senators, so that Congress could make laws.

The next thing was to elect a President. Everyone's choice for that office was George Washington. He had led the American army to victory in the War for Independence and he had helped to write the Constitution. Most important, the people trusted Washington to guide the young nation through any troubles that might come.

### **Washington Became President**

At first, Washington did not want to be President. He wanted to live quietly at Mount Vernon and look after his plantations. However, he received many letters asking him to accept the office, and he finally agreed. He felt that his first duty was to his country. If his country needed him, he would serve. When it was known that Washington would accept the office, people thought of no one else, and he was elected.

George Washington was at Mount Vernon when some members of Congress came to tell him that he had been

elected President. Without delay, he set out for New York City, which was then the capital of the nation. In every town the people gathered around his carriage and cheered him. There were fireworks and speeches.

At New York, Washington took the oath of office and promised to serve the country as faithfully in the future as he had done in the past. Because of his great services, we call him "The Father of his Country."

During Washington's Presidency, a new capital for the nation was built in an area along the Potomac River called the District of Columbia. The capital city was named Washington.

Pierre L'Enfant (lă fă') was chosen to plan the city. Washington appointed men to survey the land and lay out the streets. One of them was a self-taught Negro astronomer and mathematician, Benjamin Banneker (ban'əkər'), who had been born a free man in Maryland.

After the city was planned, buildings for the government were built. The government moved to Washington in 1800, even though the building in which Congress would meet was not finished.

### **Washington Chose Men to Help Him**

President George Washington had many hard problems to solve, and he chose some of the most important men of the nation to help him. He appointed Thomas Jefferson to help him deal with foreign countries. He chose Alexander Hamilton to help with the money prob-



lems of the new government. He chose Edmund Randolph to be Attorney General, and General Henry Knox to be Secretary of War and Navy.

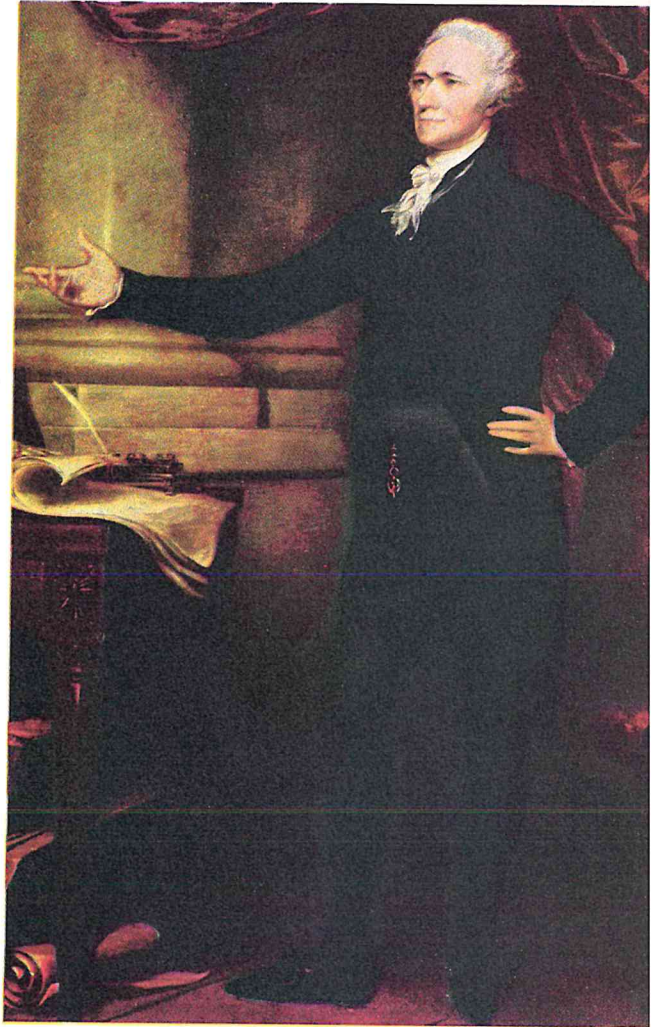
Alexander Hamilton had a most important task. He had to make a plan for obtaining money for the government.

Hamilton believed that the new government should pay all the debts of the old government, as well as its own expenses. The old government owed more than seventy-five million dollars. When men asked Hamilton how the government could get so much money, he replied that it could collect taxes and borrow money. Men would lend the government money, Hamilton said, because they knew that it could pay back what it borrowed. Congress and the President approved the plans that Hamilton made.

Hamilton was right. People were glad to lend the government money when they believed that it was able and willing to repay it.

Thomas Jefferson also had a difficult task. He and President Washington were determined that other nations should treat the United States as an equal. They wanted other nations to allow American citizens the same rights that citizens of other nations enjoyed in the United States. There was trouble with England and Spain, but most of these troubles were settled.

While the United States was settling the troubles with England and Spain, difficulty arose with France. France

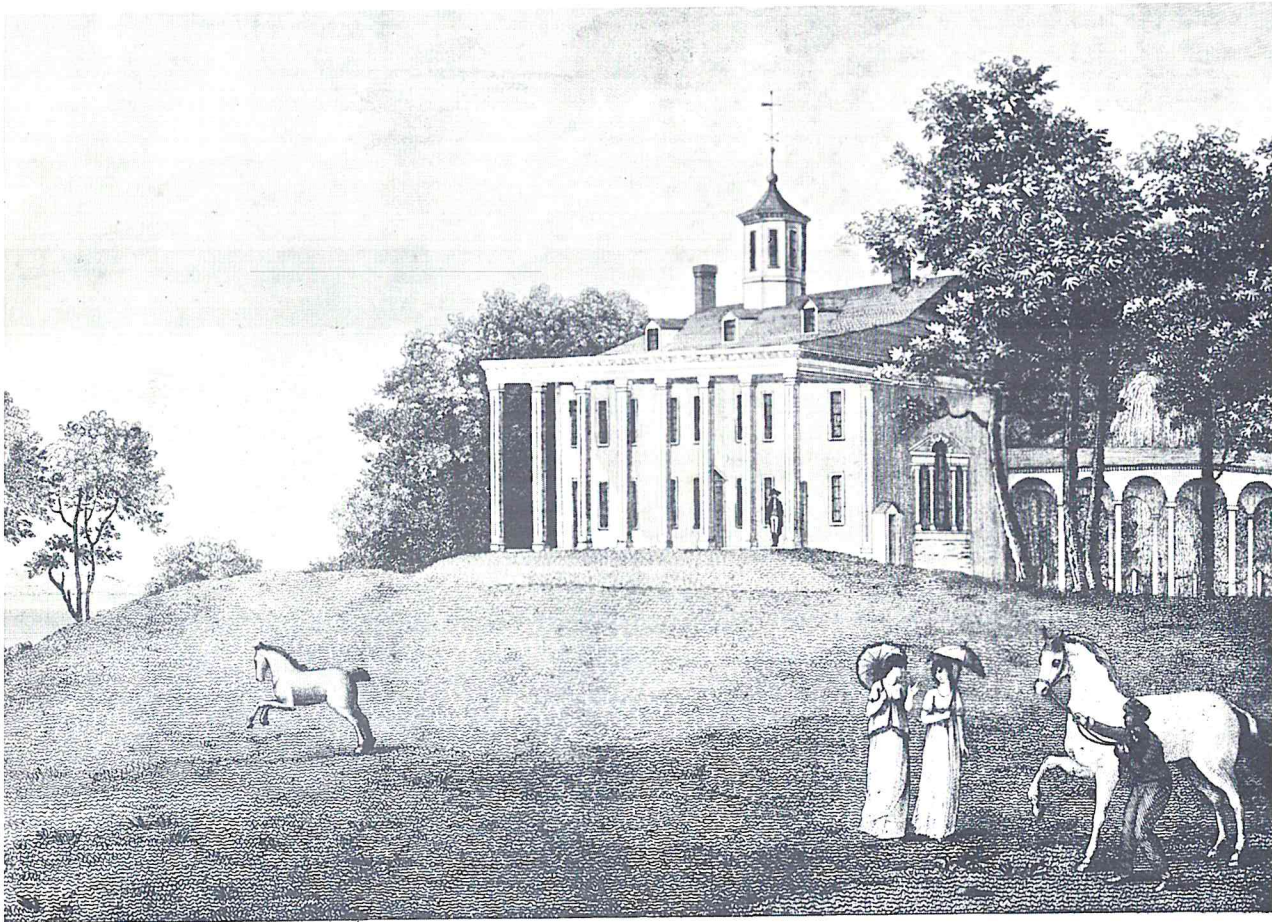


**Alexander Hamilton was appointed Secretary of the Treasury under President Washington.**

asked the United States for help in a war against England.

Washington refused to help France. He sent a message asking the people of the United States to take no part in the war on either side. He urged the people





**Washington's handsome Virginia home, Mount Vernon, overlooks the Potomac River.**

to show "good faith and justice toward all nations." The goal of the United States should be, the President said, "peace and harmony with all nations."

Washington was elected first to serve four years. He was elected again and served another four years. When his second term was nearly over, some of his friends wanted Washington to serve still another term, but he refused. He

said that he wished to return to his plantations. Some other man must take the office. In 1797, Washington returned to Mount Vernon and became a private citizen.

John Adams, who had helped to write the Declaration of Independence, was Vice President under Washington. When Washington refused to be President for a third term, friends of Adams suggested



that he be chosen for the office. However, many other people wanted Thomas Jefferson to be President.

As a result, both Adams and Jefferson ran for the office. Adams got the most votes and won the election. After he had been President for four years, he and Jefferson again ran against each other. This time the people elected Jefferson.

### The Main Points in This Chapter

1. Americans decided to have a single nation rather than thirteen separate ones; but the government formed under the Articles of Confederation was too weak.
2. In 1787, fifty-five men met in Philadelphia and wrote a constitution for a stronger national government.
3. After the Constitution was written, it was accepted by people in conventions held in each state.
4. A Bill of Rights was added to the Constitution to prevent the national government from taking away the rights of the people.
5. Washington was elected the first President, and during his terms in office many important questions were settled; John Adams became the second President, and Thomas Jefferson the third.

### What Comes Next in the Story

The United States grows stronger, fights another war with England, and warns European nations not to interfere in the Americas.

### TO HELP YOU UNDERSTAND

1. Make a two-column chart called "A New Nation." Head one column "For" and the other "Against." List arguments for and against the making of a new nation. Use reference books.
2. Give an oral report on the things that Alexander Hamilton and James Madison did to help the new government.
3. Discuss what the government leaders meant when they had to answer the question: "How strong is strong enough?"
4. List the things James Madison did in the Constitutional Convention to earn the title "The Father of the Constitution."
5. Look at a copy of the Constitution that includes the names of the signers. Find out why Thomas Jefferson's name is not among the names of the signers.
6. Make a chart to show the three divisions of the nation's government and the duties of each.
7. In a discussion in class compare the way President Washington took the oath of office in 1789 with the way President Lyndon B. Johnson took the oath in 1963.

### Books to Read

Fisher, Dorothy Canfield. *Our Independence and the Constitution.*

Morris, Richard B. *The First Book of the Constitution.*

Witty, Paul. *You and the Constitution of the United States.*







## CHAPTER 14

# THE NATION GREW STRONG

Why did the United States fight another war with England?

What warning did the United States give to nations of Europe?

What new means of travel developed in America?

How did new means of travel help to make the nation strong?

This chapter answers these questions.

### THE UNITED STATES FOUGHT ENGLAND

The new government of the United States strengthened the nation. America's trade

**The last battle of the War of 1812, pictured here, was fought at New Orleans. The Americans completely defeated the British redcoats.**

with other nations also helped it to grow strong.

Have you ever thought what life would be like if people could not buy and sell things? They would have to do everything for themselves. They would have to raise their own food and prepare it for the table. They would have to make their own clothing and furniture and tools.

Trade makes it possible for people to have food, clothing, and a thousand other things that add to the comfort and pleasure of life. Another name for trade is commerce. By selling some of the things that they have, people can buy other things they need rather than spending time making them. A nation must build up its trade and protect it in order to make itself strong, and in order to



make the lives of its people comfortable and happy.

### **England and France Tried to Stop American Trade**

You remember that the colonies carried on a great deal of commerce with England and the West Indies before the War for Independence.

This profitable trade went on after the colonies won their independence from England. The American people continued to buy and sell in England and in the West Indies, but they also began to trade with France and other countries of Europe. Farmers sold their goods to merchants, and the merchants sold them to other merchants in Europe. Sailors and shipowners made money by carrying goods back and forth across the ocean.

Then something happened to upset this good business. England and France went to war with each other and tried to stop each other's trade. Whenever possible, England captured American ships going to France, and France captured those going to England. Neither nation was trying to hurt American trade. They were trying to hurt each other, but it looked as though American trade would be ruined.

England took still another action. It began to stop American ships on the ocean to see if there were any English sailors working on them. If the officers of an English warship found an Englishman on an American ship, they took

him off and forced him to work on their ship.

Our government said that England had no right to stop American ships on the ocean and search them and take off sailors. England replied that it needed sailors for its own ships to help win the war, and it continued to take them. To make matters worse, the English officers often took men who were American citizens. This practice of taking sailors was called impressment.

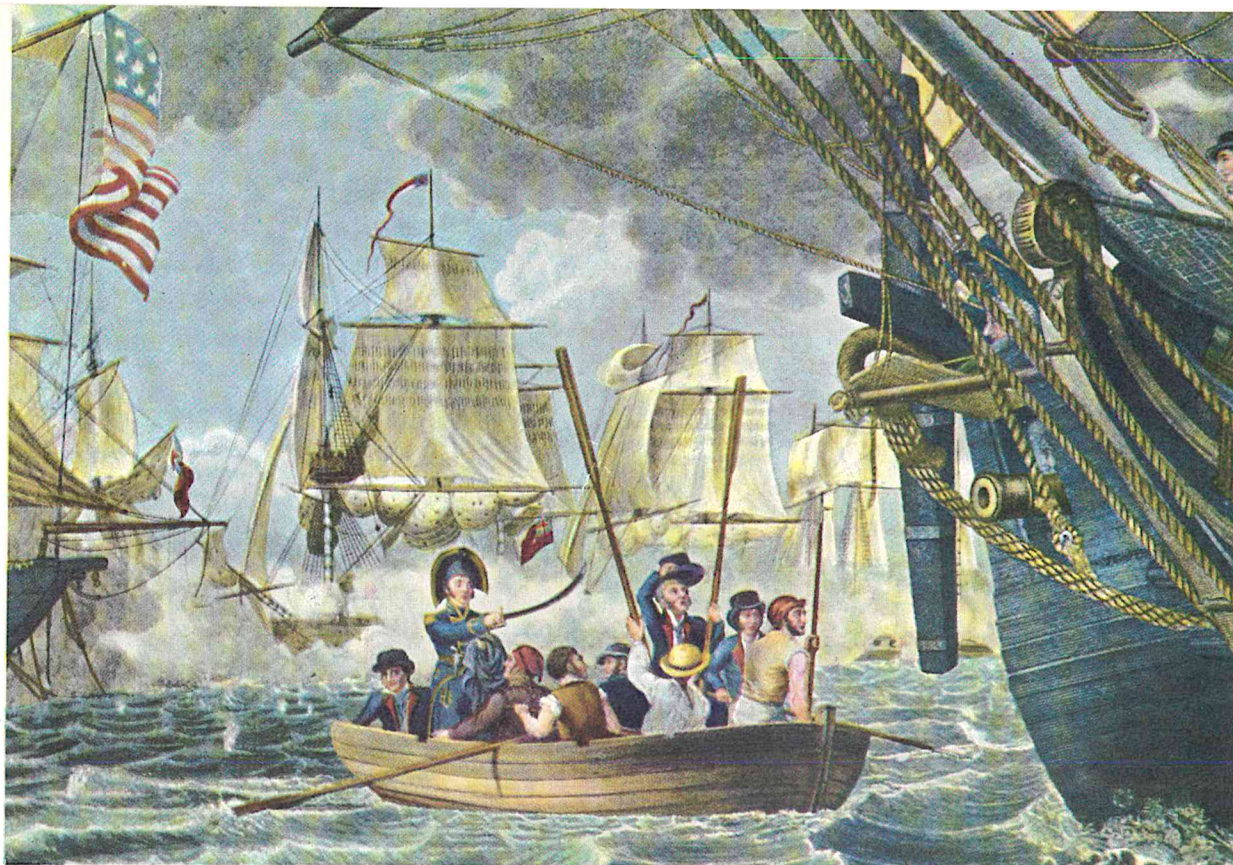
President Jefferson and James Madison, who became President after Jefferson, tried to get England to stop interfering with American trade. They also tried to make England stop searching American ships and impressing American sailors. But England did not stop.

### **America Fought for Its Trade**

In 1812 Congress declared war against England. During the war, called the War of 1812, the United States won three important battles. In September, 1813, Captain Oliver Hazard Perry won a naval victory on Lake Erie. Perry wrote in his report of the battle: "We have met the enemy and they are ours." Almost exactly a year later, Captain Thomas McDonough defeated an English fleet on Lake Champlain, in the state of New York. The most famous battle of the war was won by General Andrew Jackson at New Orleans. The date of this battle was January 8, 1815.

The British also had some success during the war. They captured the city of





**Oliver Hazard Perry, the American commander at the Battle of Lake Erie, is shown being rowed through enemy fire to another ship after his own vessel was damaged.**

Washington and burned a part of the White House, where President Madison lived. Their navy then attacked Baltimore. The attack lasted all night, but at dawn the Stars and Stripes still waved proudly over the fort. Francis Scott Key, a young American prisoner on one of the warships, was so moved by the sight of the American flag that he wrote "The Star Spangled Banner," which later became the national anthem.

In December, 1814, the United States and England made peace. The treaty of peace had already been signed when

Jackson fought the Battle of New Orleans, but the news had not yet reached him. England did not promise to stop searching American ships, but the two countries never again had any trouble serious enough to cause a war.

The War of 1812 showed that the United States was growing stronger, and that it would fight to protect its independence and its trade with other nations. During the war, the United States had little trade with other countries. As a result, factories to make cotton cloth, watches, and other goods were built in



the United States. The factories enabled Americans to produce more goods for themselves, which helped to make the nation stronger. The United States started to become a manufacturing nation.

## THE UNITED STATES WARNED EUROPE

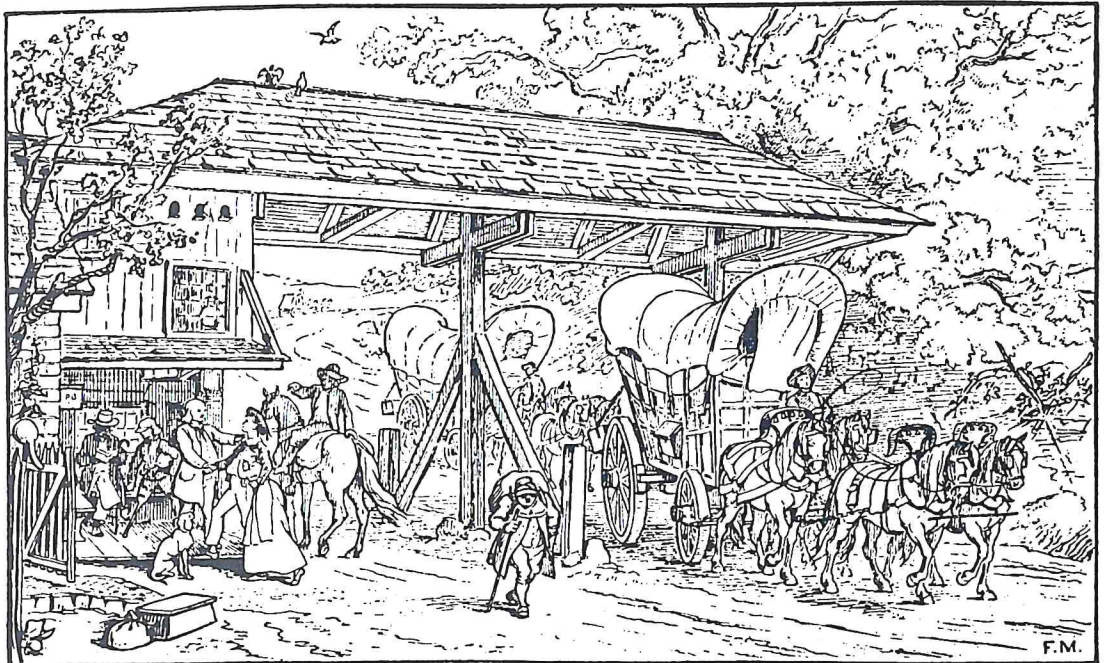
All of the early Presidents of the United States wanted to keep the nation at peace. President Washington wrote a message to Congress, just before he went out of office, in which he said that the young nation should stay out of Europe's wars.

President John Adams said much the same thing. President Jefferson said that

the United States should be friendly with all nations and try to trade with all of them. He believed that this nation should never join one European nation in a war against another nation. He hoped also that none of the European nations would ever go to war against any country in either North America or South America.

While James Monroe was President, it looked as though there might be trouble with European countries over land in the Americas. Russia claimed western Canada and Alaska. Also, it seemed that some countries planned to help Spain make war on Mexico and South America.

Mexico and countries in South America had fought for their independence



This is a turnpike tollgate in Maryland, where wagon drivers paid to use the road.



from Spain in the early 1800's, just as the United States had fought for its independence from England. It appeared that a number of the European nations were going to help Spain win back its colonies.

In December, 1823, President Monroe sent a famous message to Congress. In it he said that the United States wanted the nations of Europe to keep their hands off North America and South America. Some European nations already owned land there, and President Monroe did not say that they must give it up, but he did say that the United States did not want them to take any more territory.

The statement that President Monroe wrote is called the Monroe Doctrine. The President sent it to Congress, but he expected the rulers of European nations to follow it. The Monroe Doctrine warned European countries that if they did not follow it, they might have a war with the United States. The Monroe Doctrine showed that the United States was growing stronger.

## TRADE AND TRAVEL BECAME EASIER

In a country as large as the United States, good roads help to unite the nation. They help trade between cities, and they enable people to travel easily to places where they can find better ways to make a living.

During colonial times, there were few good roads in America. In dry weather,

most roads were dusty and full of holes. In wet weather, they were muddy.

Soon after the War for Independence, people began to think of ways to improve roads. They hoped to make it easier to travel, to send goods to market, and to get supplies.

Around a port city like Boston or Philadelphia, good roads were especially important. Roads that could be traveled in all kinds of weather were built in many directions from cities until they looked like the spokes of a bicycle wheel that fan out from the center. Sometimes these roads reached far inland.

For example, in Pennsylvania a road was built from Philadelphia to Lancaster. Men formed a company to pay for building the road, and called it a turnpike. The company charged people a toll to travel on it. People were willing to pay a toll because the road was easy to travel on. The road could be used in all seasons, no matter what the weather.

The new national government also built some roads. One, called the National Road, began in Cumberland, Maryland, and ran westward to Ohio. Later, when many Americans crossed the Appalachian Mountains, the National Road was extended farther west.

### Many Canals Were Built

Canals were as important as roads in the United States during the early 1800's. Heavy goods such as grain and lumber were easier and cheaper to send on water than on land. So people began to build



canals, sometimes to provide a way to reach a river and sometimes to connect one river with another.

Many canals were built in the United States, but the first long one was the Erie Canal. The building of the Erie Canal was paid for by the state of New York. De Witt Clinton, who was governor of New York, has been called "The Father of the Erie Canal."

For a long time Clinton puzzled over a way to help farmers in western New York send their products to New York City. Finally, he decided that the state should have a canal dug from Albany, on the Hudson River, to Lake Erie, near the city of Buffalo. The "Big Ditch" would be more than 350 miles long.

There were no steam shovels in those days to dig the canal and no trucks to haul the dirt away. Thousands of men working with picks and shovels, and thousands of horses and mules hitched to wagons, had to do the work. Digging the canal cost a great deal of money, but Clinton believed that the tolls New York would receive from people using the canal would more than pay its cost.

In 1817, Clinton persuaded the legislature of New York to set aside some money for the work, and the canal was begun. The ditch was forty feet wide at the top. The sides sloped so that at the bottom the canal was twenty-eight feet wide. It was only four feet deep. The work was finished in 1825.

Governor Clinton took part in a great celebration. He traveled on a canalboat

from Buffalo, on Lake Erie, to Albany, then down the Hudson River to New York City. There were speeches and banquets along the way, and people cheered and waved. At the end of the journey, Governor Clinton poured a keg of water from Lake Erie into New York harbor. This action was a sign that the canal had joined the western part of the nation to the eastern part.

The Erie Canal made the trip from New York City to Buffalo much cheaper. The canal also made it cheaper for farmers to send grain and other products to market. And Governor Clinton was proved right. The state of New York made much money from the canal.

In time, a canal connected Lake Erie with the Ohio River, and it was possible to ship goods by canalboat from Ohio to New York City. Goods were carried on the Ohio River to the Ohio canal, up this canal to Lake Erie, on the Erie Canal to Albany, and then to New York City by way of the Hudson River.

The states of Pennsylvania, Indiana, Illinois, and some of the southern states also had canals. Travel on these canals was cheaper and easier than on land.

### **The Steamboat Was Developed**

The development of the steamboat also helped travel and trade. Robert Fulton of New York did not invent the first steamboat, but he did build the first one that was used successfully to carry passengers and freight.

Robert Fulton liked to make things.





**This is a passenger boat on the Erie Canal. Both passenger and freight boats were pulled by teams of horses or mules that walked along a towpath next to the canal.**

It is said that he invented a skyrocket when he was only thirteen years old and used it for fireworks to celebrate the Fourth of July. He also learned to draw and paint pictures. When he was seventeen years old, Fulton went to live in Philadelphia. There he made enough money by painting and selling pictures to buy his mother a farm. Then Fulton went to London, and for twenty years he lived in England and France, where he tried to develop a submarine.

While Fulton was living in France, he met Robert Livingston, one of the men who had helped Jefferson write the Declaration of Independence. Livingston lived in New York. He was rich, and he was interested in carrying on trade on the Hudson River. He and Fulton became partners. Livingston was to

furnish the money, and Fulton was to build a steamboat.

Fulton's first step was to buy the best steam engine that English factories could make. He returned to America and began to build his steamboat, the *Clermont*. Fulton named the boat after Robert Livingston's beautiful home on the Hudson River.

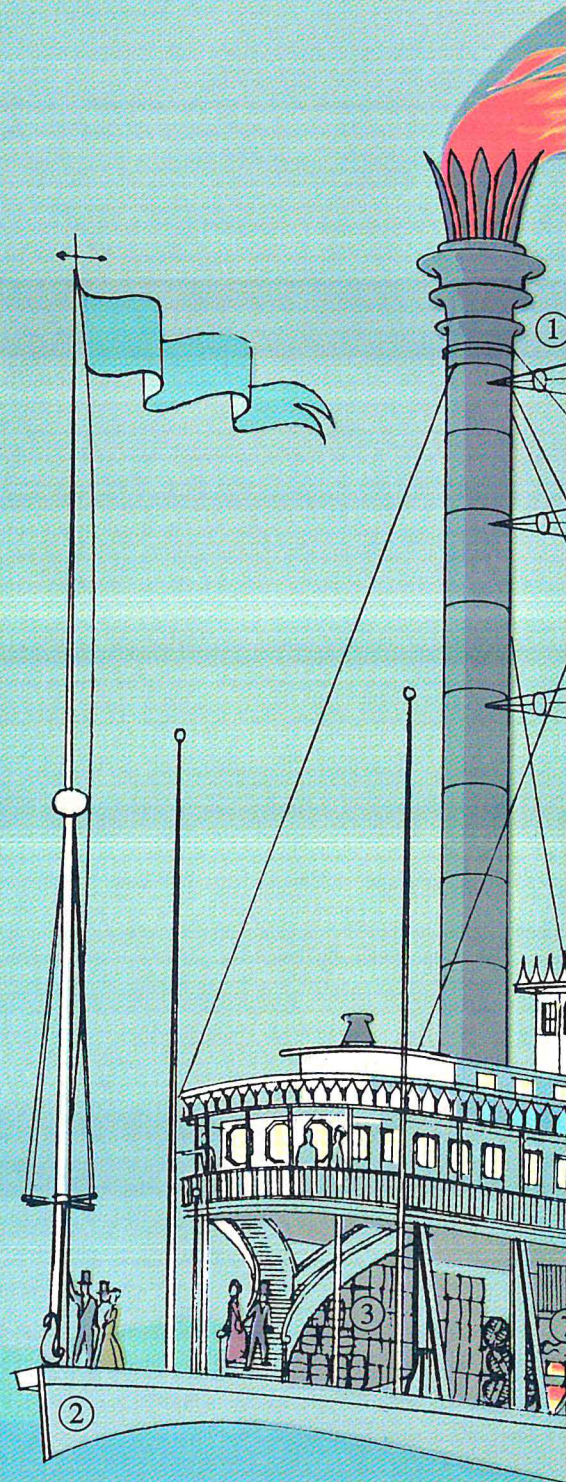
On an August afternoon in 1807, everything was ready. The odd-looking boat left the dock in New York and went chugging up the river at a speed of five miles an hour. There was a crowd to see it off. Many who were there did not believe that the *Clermont* would ever start, but when they saw it going they gave a cheer. Later Fulton wrote a friend: "I overtook many boats and passed them as if they had been at anchor. The power



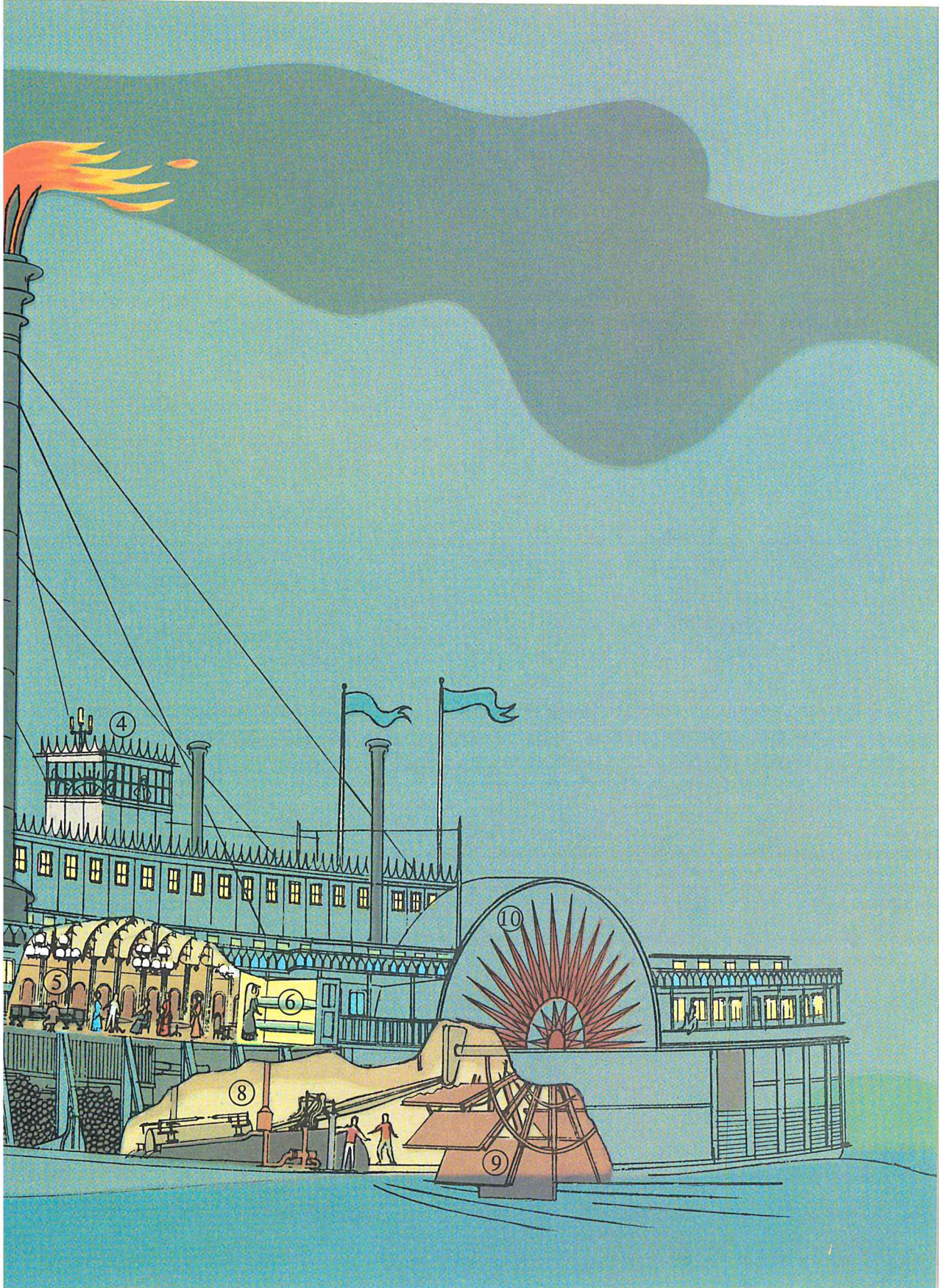
## A WESTERN STEAMBOAT

A new type of steamboat was needed to travel on western rivers. Since most western rivers were shallow, the hulls of these vessels were little more than rafts on which the rest of the boat was built. The chief features of a western steamboat can be seen in this cut-away view. Wood was burned under the boilers to make steam for the engines, which turned huge paddlewheels. Guards covered the paddlewheels. (A second engine and paddlewheel were located on the other side of the boat.) Cargo was carried on the main deck. Above this was the main cabin, surrounded by staterooms for the passengers. In the pilothouse the captain and the pilot guided the vessel. One of these big, brightly decorated steamboats sailing down a river with sparks and black smoke pouring out of its smokestacks was a spectacular sight.

- |                |                 |
|----------------|-----------------|
| 1. Smokestacks | 6. Stateroom    |
| 2. Hull        | 7. Boilers      |
| 3. Cargo       | 8. Steam engine |
| 4. Pilothouse  | 9. Paddlewheel  |
| 5. Main cabin  | 10. Guard       |









of the steamboat is now fully proved.”

The use of the steamboat spread quickly. Fulton died in 1815, but already steamboats were being built for use on the larger rivers.

In 1811 the *New Orleans*, which was made in Pittsburgh, steamed down the Ohio River to the Mississippi River and down the Mississippi to New Orleans. By 1850, 600 steamboats were in use on the Ohio and the Mississippi rivers, carrying passengers as well as lumber, farm products, and many other goods between cities and towns on the rivers.

### The Main Points in This Chapter

1. Trade was so important to the United States that it fought the War of 1812 to protect its trade and to remain a free nation.
2. In 1823, after European nations seemed about to claim more territory in the Americas, the United States issued the Monroe Doctrine, warning Europe not to interfere in North and South America.
3. The War of 1812 and the Monroe Doctrine helped to unite the nation and showed that it was growing stronger.
4. New roads, canals, and the steamboat also helped to unite the nation because they made travel and trade easier and cheaper.

### What Comes Next in the Story

Many settlers move to the land between the Appalachian Mountains and the Mississippi River.

### TO HELP YOU UNDERSTAND

1. With a map of the United States on your desk, reread the description of the War of 1812 on pages 186–187. As you read locate the places mentioned.

2. Working with a classmate, plan and give a report about Francis Scott Key and “The Star Spangled Banner.” Read “The Star Spangled Banner” as part of your report. Discuss the meaning of each stanza.

3. Discuss how news reached people during the War of 1812, and why the Battle of New Orleans was fought after the war had ended.

4. Study the picture of the tollgate on page 188. Describe what is happening in the picture. Compare this kind of tollgate with those used on highways today.

5. Make a class outline for the topic “The Erie Canal.” The first main topic might be “The Need for a Canal.”

6. Form a committee to make a frieze illustrating the building of the Erie Canal. Use the class outline to determine what scenes to illustrate.

### Books to Read

Adams, Samuel H. *The Erie Canal*.

Aulaire, Ingri and Edgar Parin d'. *The Star Spangled Banner*.

Gilchrist, Mary E. *The Story of the Great Lakes*.

Johnson, Gerald. *America Grows Up*.

Morris, Richard B. *The First Book of the War of 1812*.



## ANOTHER LOOK AT UNIT 4

### Play a Guessing Game

Choose someone to copy the quotations in Unit 4 on slips of paper to be used in a guessing game. Divide the class into two teams. Select a leader to read the quotations aloud. Let each team have a turn at guessing. Score one point for giving the correct name and an extra point for giving the occasion on which the words were said.

### Dramatize a Scene

Select a committee to plan, write, and dramatize a scene of a meeting of the Constitutional Convention.

### Study the Time Lines

Study the events listed in the Time Line on this page and those in the Time Lines for Units 1, 2, and 3. Vote on the three dates in world history (marked with stars) that had the most important effects on American history up to 1830. Discuss the reasons for the selection of the dates.

### Make a Comparison

Make a model or draw a picture of a canalboat. Find or draw pictures of barges that are used today. Compare the pictures to show the differences.

### Prepare a Book Report

Imagine that you are a book salesman. Sell the idea of reading a book suggested for Unit 4 by presenting an oral report.

### Illustrate the Bill of Rights

Draw pictures to illustrate some of the rights stated in the Bill of Rights.

1760	George III became king of England ★
1764	Britain stationed troops in colonies
1765	Stamp Act passed
1768	James Watt perfected steam engine ★
1772	Committees of Correspondence formed
1773	Boston Tea Party
1774	First Continental Congress met
1775	War for Independence began
1776	Declaration of Independence
1778	France entered war
1781	British surrendered at Yorktown
1783	Peace treaty ended War for Independence
1787	Constitutional Convention
1789	Washington became first President French Revolution began ★
1797	John Adams became second President
1799	Napoleon became ruler of France ★
1800	
1801	Jefferson became third President
1807	First steamboat in America
1812	War of 1812 began
1814	War of 1812 ended
1815	Battle of New Orleans
1819	National Road reached Ohio River
1823	Monroe Doctrine
1825	Erie Canal opened





# UNIT 5

## THE NATION GREW LARGER

**UNIT THEME:** As the nation grew, a desire for a better life caused people to move west.





**In the mid-1800's, Americans moved westward by the thousands. In this picture, covered wagons bound for the Far West cross a stream in the foothills of the Rocky Mountains.**

From the beginning of our country, Americans sought adventure, new lands, and a better way of life. Like the people shown in the painting above, a great many of them packed up all their possessions and moved west.

In colonial times, pioneers moved west to fill the land between the Atlantic Ocean and the Appalachian Mountains. Some crossed the mountains to settle both north and south of the Ohio River. In the 1800's, as territory farther west was added to the United States, Americans settled beyond the Mississippi River. Finally, pioneers crossed the plains, deserts, and mountains to reach land near the Pacific Ocean. By 1860, all the territory between the oceans and between Canada and Mexico belonged to the United States.







## CHAPTER 15

# SETTLERS MOVED WEST TO THE MISSISSIPPI RIVER

Why did people move west of the Appalachian Mountains?

What routes did they follow?

In what regions did they settle?

What new states were added to the Union?

This chapter answers these questions.

### PIONEERS CROSSED THE MOUNTAINS

The first English colonists in America made their homes on land along the Atlantic coast. By about 1700, nearly all of the good land along the coast had

**Pioneers cleared land by cutting the bark of trees to kill them. Then they chopped down and burned the dead trees, as shown here.**

been settled, and new colonists had to move farther inland. They moved to the frontier, the name given to unsettled regions toward the west. People who moved west were called frontiersmen, or pioneers.

Gradually, the land between the ocean and the Appalachian Mountains filled with settlers. The frontier then lay beyond the mountains. Pioneers began to cross the Appalachians to obtain land on which to build homes and start farms. This movement started while the colonies still belonged to England, even though the British government had forbidden Americans to settle beyond the Appalachians.

Hunters returning from west of the mountains told of beautiful lands. The trees grew tall and straight, and in open



areas soft grass covered the ground like a carpet. Herds of buffalo and deer wandered everywhere, they said, and the rich soil would produce fine crops with little work.

Pioneers followed several trails across the mountains, but all of the trails south of Maryland came together at the Cumberland Gap. The gap was a low part of the Appalachian Mountains and a wagon road led through it. At the west end of the Cumberland Gap, the road divided into several branches. One branch led to Tennessee, and later to Alabama, Mississippi, and Louisiana. Another branch, called the Wilderness Road, led to Kentucky.

### **Daniel Boone Hunted in Kentucky**

Kentucky, or "Kaintuck," as the pioneers called it, was a land beautiful enough to make a man's mouth water. But two problems had to be faced by anyone going there. Crossing the mountains was not easy. In addition, Indians who claimed the land as their hunting grounds were dangerous. They wanted to hold the land for themselves, so they tried to keep the white men out.

Stories about Kentucky interested Daniel Boone, a tall, fair-haired, blue-eyed farmer in the hills of North Carolina. He liked hunting better than farming, and the reports of game in Kentucky attracted him. In spite of the hard trip across the mountains and the danger from the Indians, Boone had to go see these herds of game with his own eyes.

In May, 1769, Boone and two partners, John Finley and John Stuart, started for Kentucky. Stuart was Boone's brother-in-law. They hired three men to keep camp and to skin the deer and buffalo that they expected to kill. Their horses were loaded down with gunpowder, bullets, and traps. They carried a few cooking pots, and enough food to last them until they reached the good hunting grounds. Daniel Boone's brother, Squire Boone, was to follow in the fall.

When Boone and his companions reached Kentucky, they found that the stories they had heard were true. It was a wonderful land, and deer were almost as numerous as cattle in a pasture.

The men hunted for six months, and gathered many deerskins. They had nearly enough to load the horses and return home when Boone and Stuart were captured by Indians. The Indians took the horses and skins. A few days later, the Indians released the prisoners, but the skins that had taken the hunters six months to gather were gone.

All the men except Boone and Stuart returned to their homes. Squire Boone joined his brother and Stuart, and they hunted through the winter. Then Stuart went off alone one day and did not return. Five years later his skeleton, along with his powder horn, on which his initials were carved, were found in a hollow tree. What happened to him was never known.

Squire Boone went home in the



spring, but Daniel Boone was not yet ready to leave Kentucky. He stayed and explored the region. He wished to bring his wife and children and some of his neighbors to live in Kentucky, and he wanted to select the best place for their homes.

### **Boone Started a Settlement**

Several years passed before Daniel Boone was able to carry out his plans. Finally, in 1775, he led a group of people to Kentucky and started a settlement at Boonesborough, in the center of an area called the Bluegrass region. To Boone, this was the most attractive part of Kentucky.

The pioneers in Kentucky built cabins, planted orchards, and started their little farms. The War for Independence began in the same year that Boonesborough was settled. As you learned in Chapter 12, during the war the English in Canada encouraged Indians to attack the Kentucky settlers. It was to protect the settlers that Colonel George Rogers Clark captured British forts in Illinois and Indiana.

But Clark's victories did not end the wars with the Indians. They attacked settlers, stole horses, burned cabins, and destroyed the growing orchards. Sometimes they were quiet for several months. Then, suddenly, they would strike.

In spite of all dangers, pioneers continued to move to Kentucky. In 1792, while Washington was President, Kentucky was taken into the Union as a



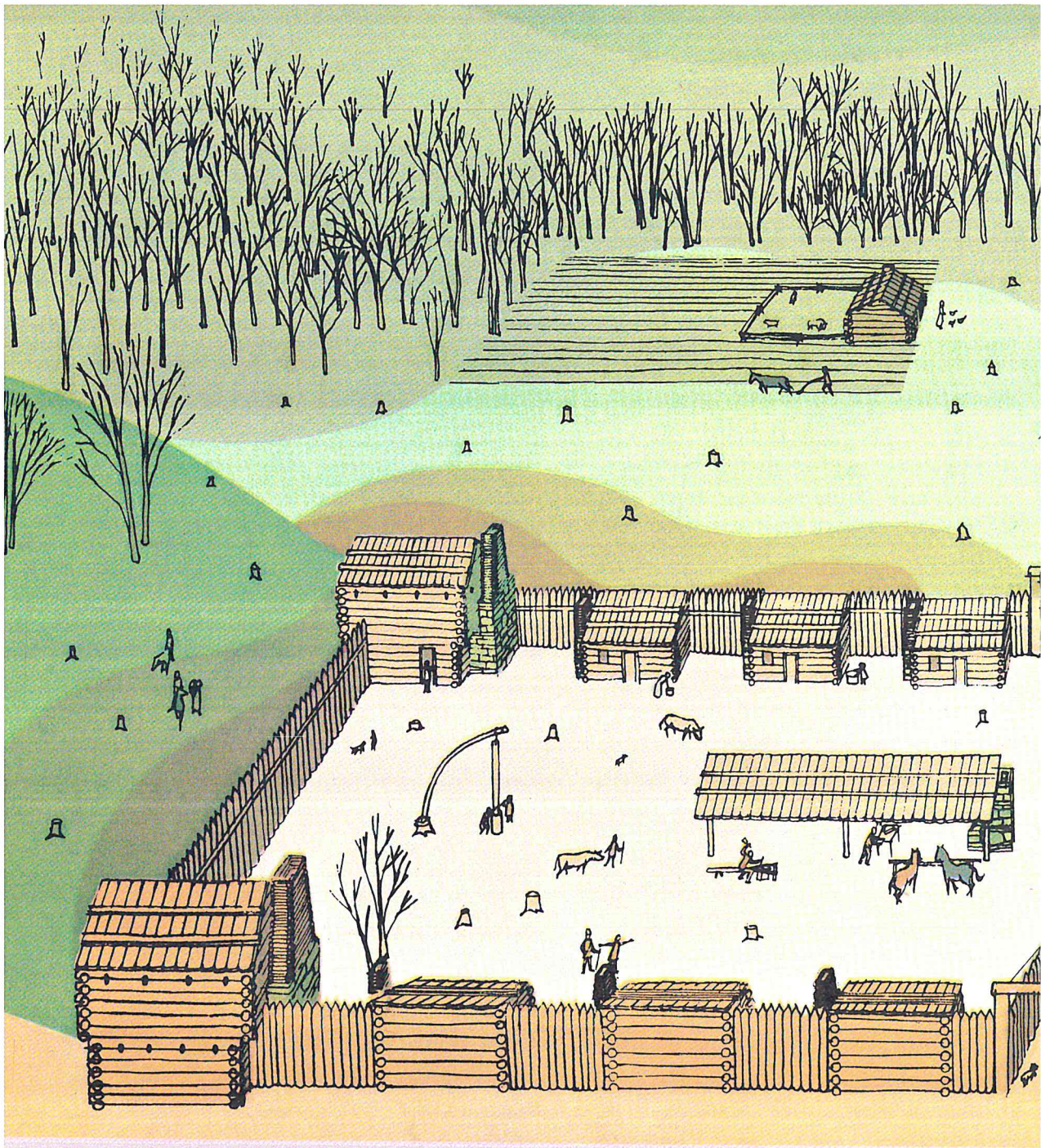
**This painting shows Daniel Boone—dressed in brown, with a red scarf—leading pioneers into Kentucky through Cumberland Gap.**

state. Almost 75,000 people were living there. It was the first area west of the Appalachian Mountains to become a state.

### **Settlers Entered Tennessee**

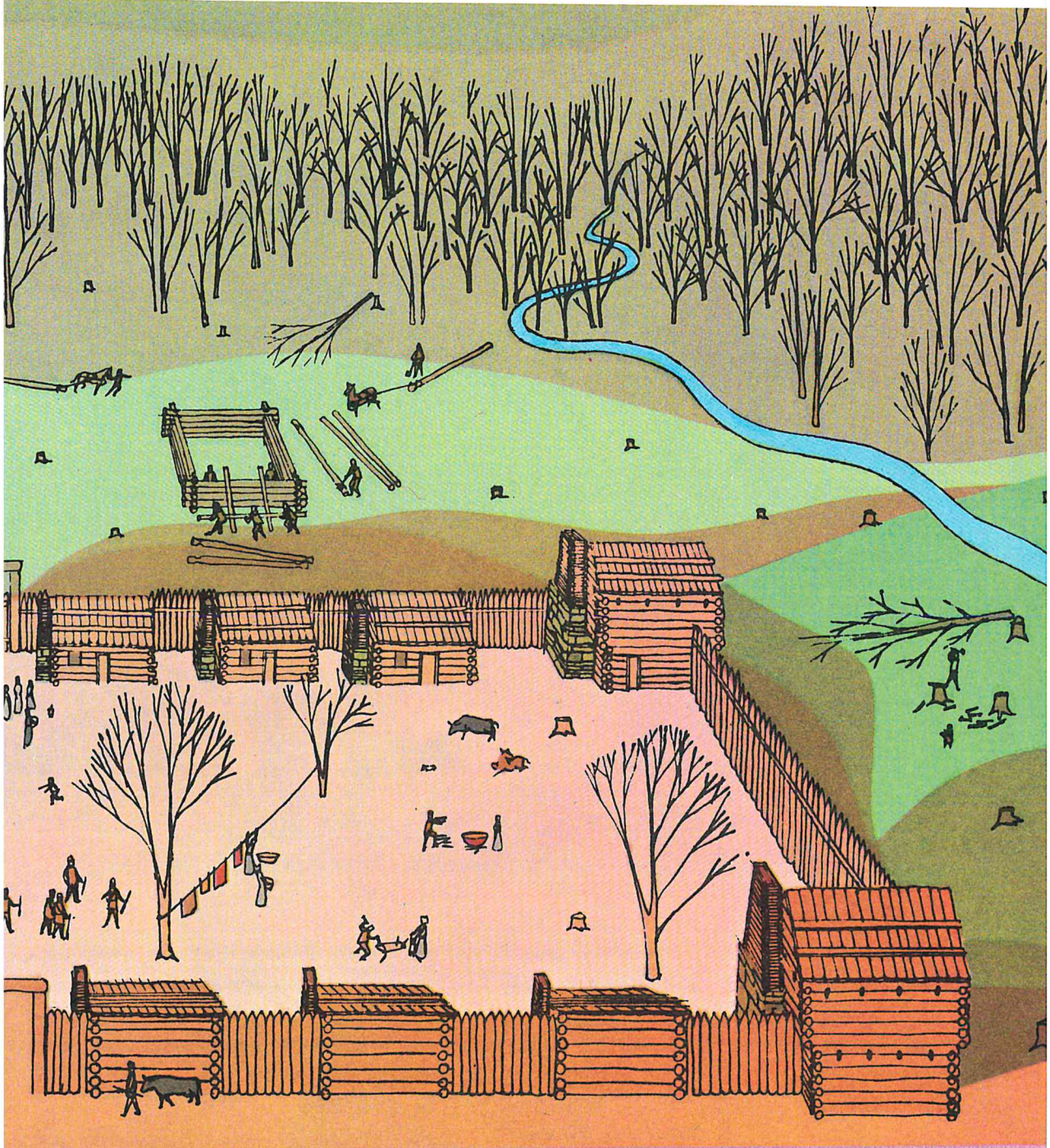
While Daniel Boone was collecting deer-skins and exploring Kentucky, pioneers were already moving into eastern Tennessee. In that area are a half-dozen rivers that flow into the Cumberland and the Tennessee rivers, which in turn flow into the Ohio River just before it joins the Mississippi. The first pioneers settled on the Watauga (wo'tô'gə) River, one





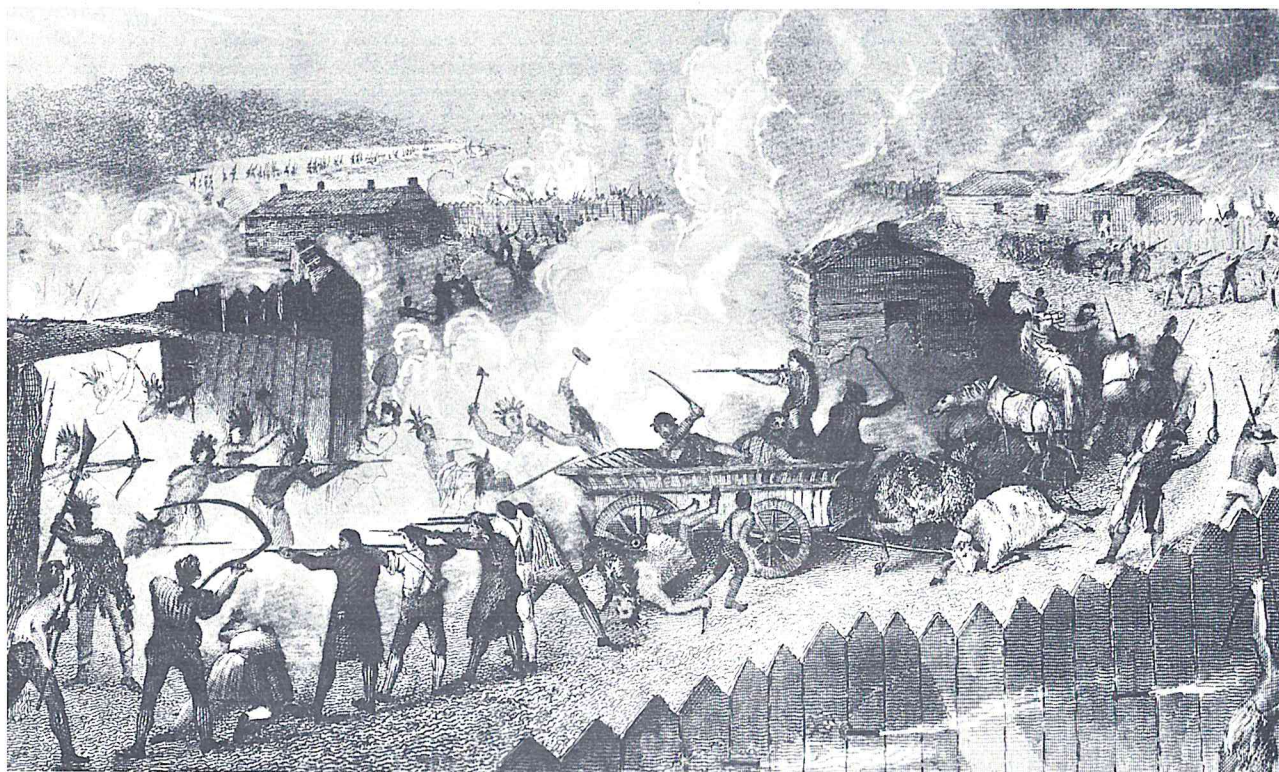
A FRONTIER SETTLEMENT





Defense against Indian attacks was a main concern of pioneers moving west of the Appalachian Mountains. Their settlements, such as the one shown above, were built like forts. A palisade, or fence, of logs surrounded the settlement; the back walls of the cabins made up part of the palisade. At the corners were strongly built blockhouses from which riflemen picked off Indian raiders. In times of danger, pioneer families left their nearby farms and hurried into the palisade, the gates were closed, and there they stayed until the Indians were driven off.





**Cherokee Indians attack a frontier fort in Tennessee. The Cherokees were angered when pioneers took land the government had promised to the Indians.**

of the little streams in eastern Tennessee. Others followed from Virginia and North Carolina, and soon settlements were made along the banks of other small streams.

Two men, James Robertson and John Sevier (səvēr'), led the pioneers who settled in Tennessee. Both were born in Virginia. James Robertson was not well-educated; it is said that he was a grown man before he learned to read and write, and that his wife taught him. But he was

a man of good sense; and his neighbors often went to him for advice when they needed help. Sevier was a much more dashing figure. He was handsome and well-educated and always ready for a bold adventure.

Robertson and Sevier worked together. When the settlers wanted to buy land from the Indians or when the Indians were about to go on the warpath, Robertson usually was asked to talk to them and smoke the peace pipe. If war



broke out, however, Sevier usually led the frontiersmen against the Indians.

### **Pioneers Moved to Western Tennessee**

When the Watauga settlements were ten years old, James Robertson set out to start a new settlement on the Cumberland River. Robertson and several others selected a place where the city of Nashville now stands. They cleared land and planted corn. Then, leaving behind some young men to guard the fields and to drive the deer and buffalo away from the growing corn, they went back to Watauga to get their families.

When Robertson returned to Watauga, several hundred people prepared to move to the new settlement. Some went by land. Others thought it would be easier to go by boat. Both ways were hard enough.

Colonel John Donelson, who led one of the parties that traveled in boats, wrote a diary. In it he told what happened every day. The boats floated down the swift Holston River into the Tennessee, and down the Tennessee to the Ohio. Then, by pushing against the bottom of the river with long poles, the men moved the boats upstream on the Ohio to the mouth of the Cumberland River. Finally, the boats were moved by poles up the Cumberland to Nashville. It was a journey of more than a thousand miles, and every mile had its dangers. There was danger of being overturned in the swift current of the rivers, as well as danger from Indians on the shore. We

can follow the journey in the words of Donelson's diary. It is like reading a letter written a few days ago:

"December 22, 1779: Started from the fort and went down the river to the mouth of Reedy Creek, where we were stopped by low water and cold weather. . . .

"February 27, 1780: We stuck on a shoal and lay there all the afternoon and the following night. . . .

"March 2, 1780: About twelve o'clock Mr. Henry's boat was driven on the point of an island by the force of the current, and sunk. The whole cargo was much damaged, and the lives of the crew were much endangered. The same afternoon Reuben Harrison went out hunting, and did not return that night, though many guns were fired to fetch him in. . . .

"March 6, 1780: Camped on the north shore. Captain Hutching's Negro man died, being much frosted in his feet and legs. . . .

"March 8, 1780: A large canoe overturned. We landed on the north shore to help save the cargo, when the Indians began to fire upon us from the shore. We again boarded our boats and moved off. The Indians continued to fire, but did no other damage than to wound four men slightly. . . .

"March 12, 1780: Came in sight of Muscle Shoals. When we approached, they had a dreadful appearance. The water made a terrible roaring. Driftwood was heaped up on the points of the islands, and the current seemed to



be running in every possible direction. We did not know how soon we should be dashed to pieces and all our troubles ended at once. Our boats often dragged on the bottom. But by the hand of Providence we are now saved from this danger. . . .

"Reached the Ohio River on March 20. Very hard to get the boats up to the Cumberland. We entered the mouth of the Cumberland on the 24th. . . .

"March 27, 1780: Killed a swan, which was very delicious. The next day we killed some buffalo. . . .

"April 24, 1780: This day we arrived at our journey's end, where we have the pleasure of finding Captain Robertson and his company. It is a great happiness to be able to restore to him and others their families and friends who traveled in our care."

In 1796 Tennessee came into the Union as a state. It had more than 35,000 people, and many thousands of others were moving in.

## AMERICANS SETTLED THE OHIO COUNTRY

Indians living among the beautiful, rolling hills north of the Ohio River often raided settlements in Kentucky and then escaped to the region that is now known as Ohio. England still had soldiers in some forts near the Great Lakes, and the English officers were friendly with the Indians. They gave them guns and encouraged them to try to keep Ameri-

can pioneers out of the Ohio country.

In 1787, Congress began to open the Ohio territory for settlers. It sold several million acres of land to some men who had formed land companies. The companies were to sell the land cheaply to pioneers who would go to Ohio to live.

Congress also passed a law in 1787 telling the people how all the territory north of the Ohio River, which was called the Northwest Territory, was to be governed. The law said that when only a few people lived in the region, Congress would send officers to govern them. Slavery was not allowed in the new territory.

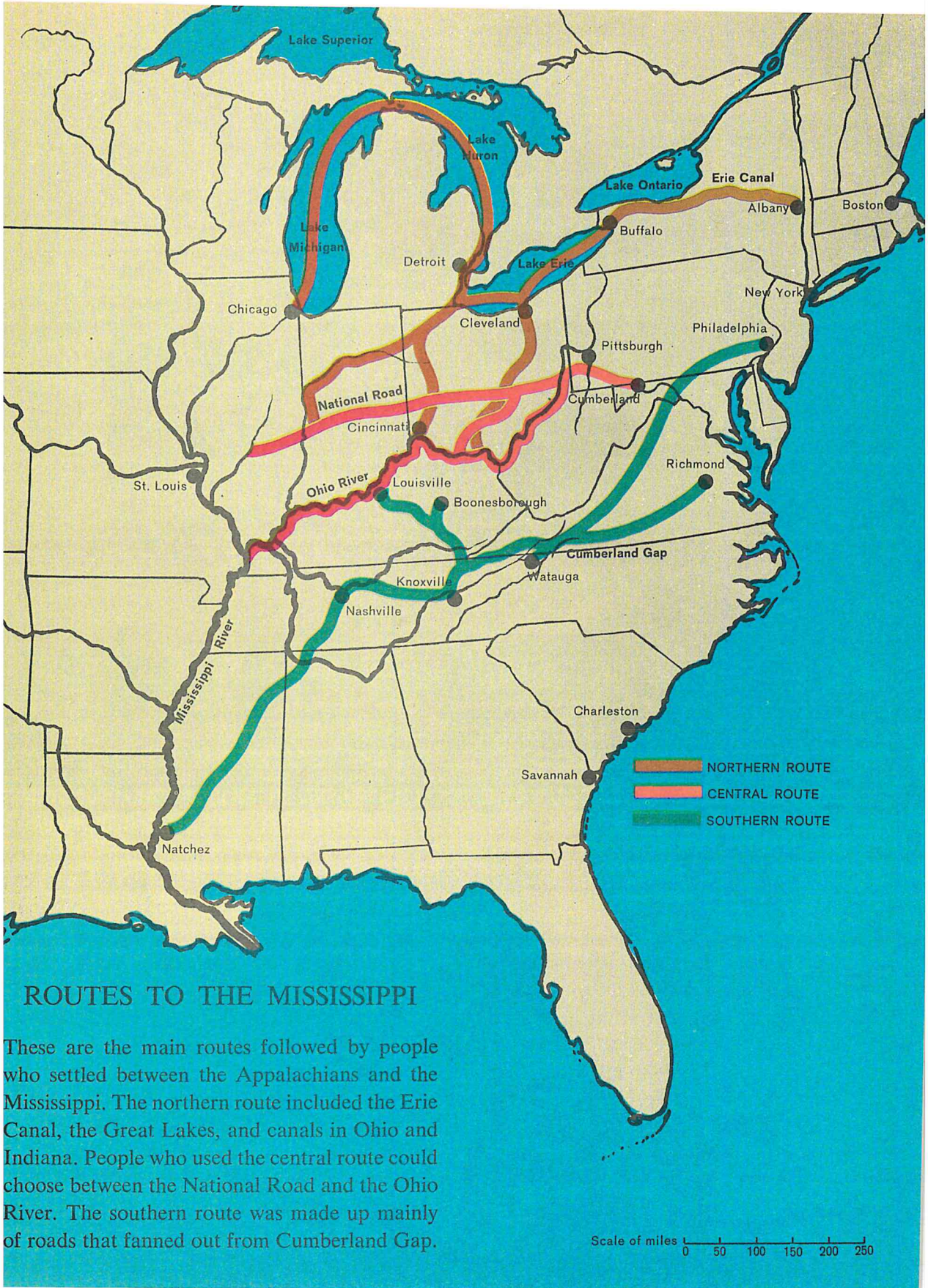
Later, when more people settled in the territory, they were to have the right to elect their own officials to make laws. Finally, the Northwest Territory was to be divided into no less than three and no more than five states, which would be taken into the Union.

This law of 1787 is called the Northwest Ordinance. It is one of the great laws in our history. The law gave the pioneers fair treatment. They would have the same rights as the people who lived in the settled lands along the coast.

General Rufus Putnam of Massachusetts led the first group of pioneers into the region that was bought by the Ohio land company. They settled on the Muskingum (mus'king'gəm) River, a short distance from the place where it flows into the Ohio River.

The pioneers were delighted with the beauty of the country, and wrote letters

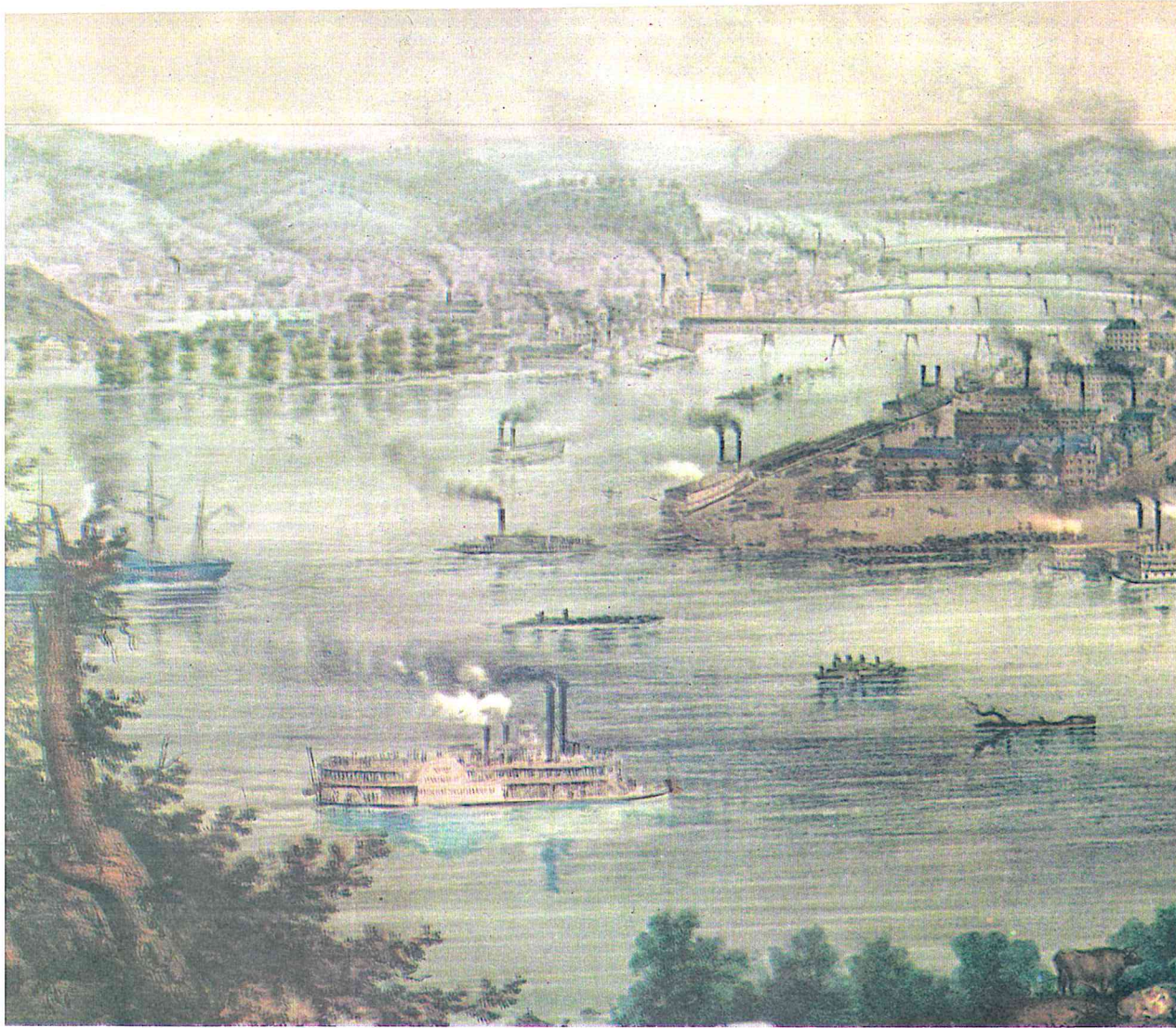




## ROUTES TO THE MISSISSIPPI

These are the main routes followed by people who settled between the Appalachians and the Mississippi. The northern route included the Erie Canal, the Great Lakes, and canals in Ohio and Indiana. People who used the central route could choose between the National Road and the Ohio River. The southern route was made up mainly of roads that fanned out from Cumberland Gap.





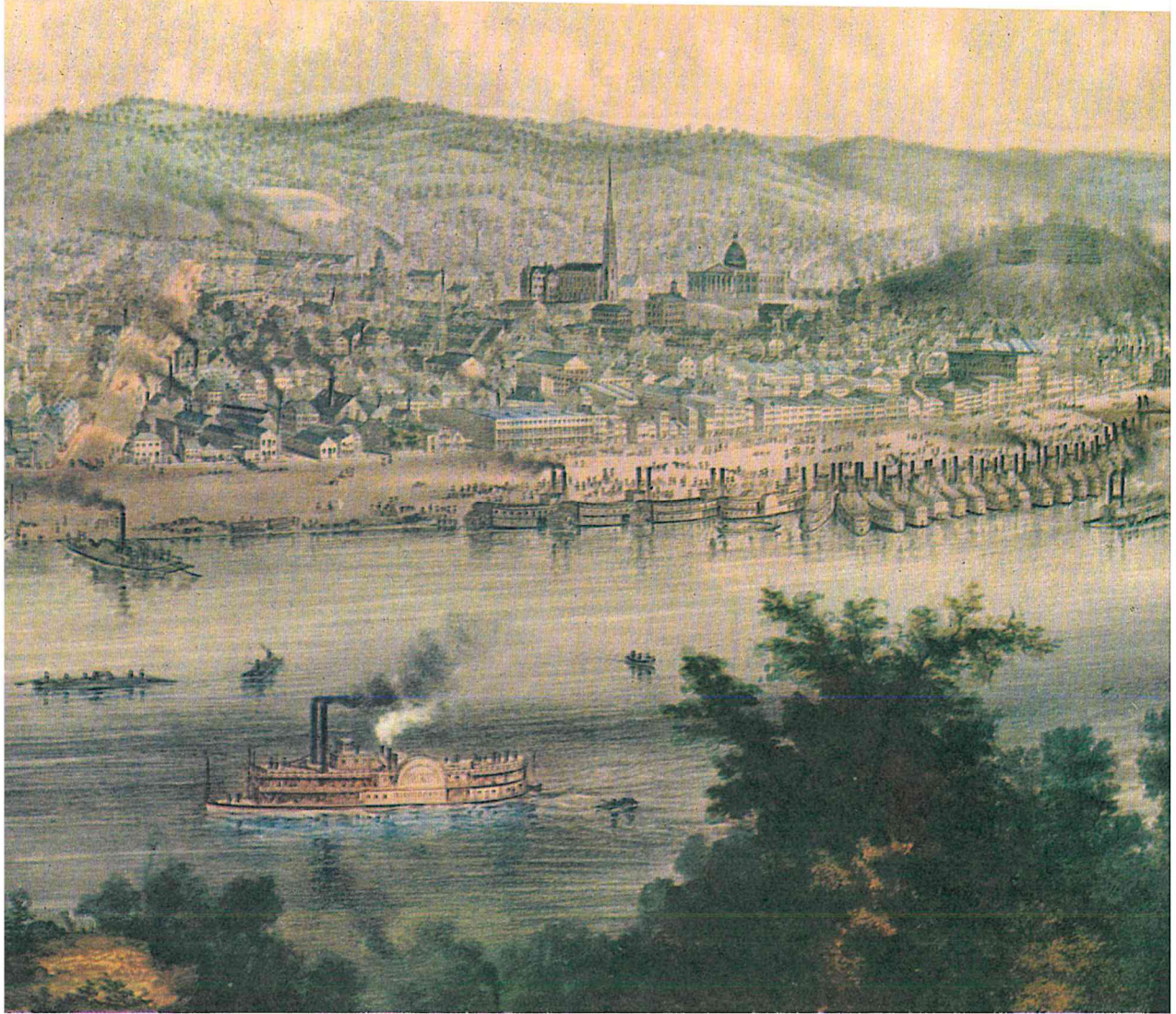
**Pittsburgh, Pennsylvania, was located where two streams join to form the Ohio River**

to friends they had left behind. This made their friends want to move to the Ohio country. One letter said: "This is the best country I have ever seen. It is very healthful. Nobody has been sick since we came here. We have seen many buffalo. Deer are as plentiful as are the sheep in New England. Beaver and otter

are so numerous that a man may catch a dozen in one night. Wild turkeys are everywhere, and are so tame that they come close to us in the fields."

To reach Ohio, many pioneers traveled on canals and roads to Pittsburgh, Pennsylvania. There, they bought or made flatboats. The flatboats became





**Because of its favorable position, Pittsburgh was called “the Gateway to the West.”**

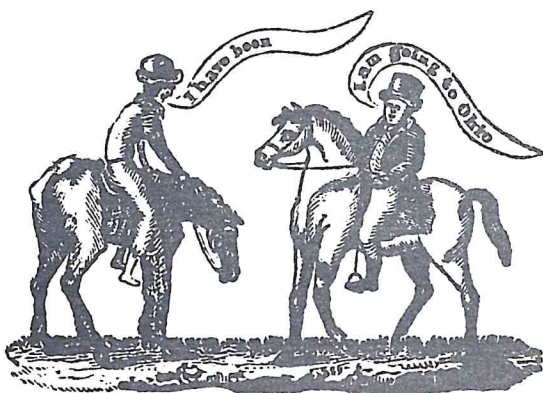
homes for the pioneer families as they floated down the Ohio River. The river was like a great natural highway leading west.

Hundreds of big flat-bottomed boats carried pioneers down the Ohio River. Some went to Kentucky, and some stopped at different places in the south-

ern part of Ohio. By 1830, Cincinnati, Ohio, had a population of almost 25,000, about one-half that of Boston. Boston was a city almost 200 years old; yet Cincinnati was only 40 years old. This shows how strong the movement westward had become.

So many people left New England to





A Boston merchant printed this cartoon to discourage New Englanders from going west.

go west that merchants and businessmen feared that New England would be ruined. They even printed cartoons like the one shown above, trying to frighten the pioneers by warning them of the dangers and the hardships that they would suffer.

But nothing could hold back the pioneers. Hundreds of families went to Ohio every year. There were so many people in that region in 1803 that Congress allowed Ohio to come into the Union as a state. It was the third new state west of the mountains to enter the Union.

Other pioneers traveled to the northern part of Ohio and even farther west. They followed a route that began at Albany, New York, and ran westward through the Mohawk River Valley toward the Great Lakes. The building of the Erie Canal, about which you read in Chapter 14, helped to make this route easy and cheap. Pioneers taking the

route settled in such places as Cleveland and Detroit. In time, people settled as far west as Chicago, on the southern shore of Lake Michigan.

## MORE NEW STATES WERE FORMED

By 1850, less than sixty years after Kentucky became a state, more than eight million Americans lived in the region between the Appalachians and the Mississippi River. This is more than three times the number of people who lived in America at the time the colonies won their independence from England.

Many of the later settlers went to Michigan, northern Indiana, and Illinois. They, too, often came from New England. The new lands were attractive to the Yankees, as the New Englanders were often called, and pulled them westward.

A jingle of the time showed the spirit of these pioneers:

Come all ye Yankee farmers who wish  
to change your lot,  
Who've spunk enough to travel beyond  
your native spot,  
And leave behind the village where Ma  
and Pa do stay,  
Come follow me and settle in Michi-  
gan-i-a—  
Yea, yea, yea, in Michigan-i-a!

The land along the Gulf of Mexico also quickly filled with settlers. Most of



these people came from the Southern states along the Atlantic coast.

By 1850 four new states besides Ohio were formed north of the Ohio River: Indiana in 1816, Illinois in 1818, Michigan in 1837, and Wisconsin in 1848. Other new states besides Kentucky and Tennessee were formed south of the Ohio River: Louisiana in 1812, Mississippi in 1817, and Alabama in 1819.

### The Main Points in This Chapter

1. By about 1700, most of the land along the Atlantic coast had been settled, and pioneers began to move inland, finally moving west of the Appalachian Mountains.
2. Kentucky was started by pioneers like Daniel Boone, who risked his life to settle a region that became a new state in the Union.
3. Other pioneers soon moved west to form other states that came into the Union as the equals of the older states along the coast.
4. The Northwest Ordinance gave the pioneers north of the Ohio River the same rights as the people who lived in the settled lands along the coast.
5. By 1850, eight million people lived between the Appalachian Mountains and the Mississippi River, over three times the number of Americans who won independence from England.

### What Comes Next in the Story

The United States obtains and explores land west of the Mississippi River.

### TO HELP YOU UNDERSTAND

1. Use a dictionary to find the meaning of the words "pioneer" and "frontier." Discuss the meanings of these terms as they were used in 1790 and as they are used today.

2. Study the picture on page 198 of pioneers clearing the land. Write an explanation of why the pioneers used the method shown in the picture and what people think of the method today.

3. On a map of the eastern United States locate the Cumberland Gap. Trace the trails or roads that the pioneers followed westward from the Cumberland Gap.

4. Using reference books in the library, plan and give a report about Daniel Boone and John Stuart or James Robertson and John Sevier.

5. Look up the word "ordinance" in a dictionary. Give an oral report on several ordinances in your city or town.

6. List the adjectives that could describe a pioneer or pioneer family that settled west of the Appalachian Mountains.

#### Books to Read

Dorian, Edith. *Trails West and Men Who Made Them*.

Le Sueur, Meridel. *Chanticleer of Wilderness Road; A Story of Davy Crockett*.

McNeer, May. *The Story of the Southern Highlands*.

Nolan, Jeannette. *Daniel Boone*. "Real People Series."







## CHAPTER 16

# THE NATION GAINED LAND WEST OF THE MISSISSIPPI

How did the United States obtain territory that lay west of the Mississippi River?

What was this territory like?

Who were the first Americans to explore the land?

This chapter answers these questions.

### PRESIDENT JEFFERSON BOUGHT LOUISIANA

Settlers in Kentucky, Tennessee, and Ohio were almost cut off from the old states by the Appalachian Mountains. They could take a few things to their

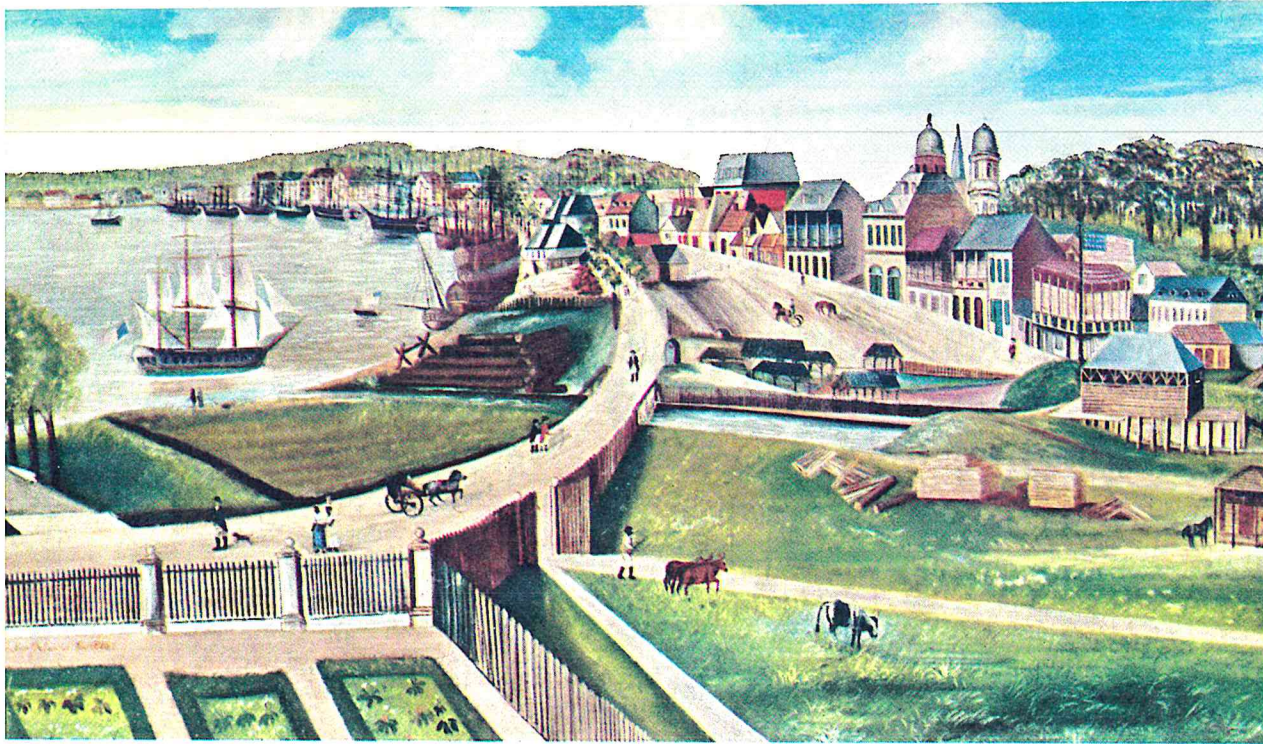
**The American flag is raised in New Orleans in 1803, marking the purchase of the Louisiana Territory. French soldiers fire a salute.**

new homes on pack horses; but they could not send back across the mountains the bacon, lard, and corn they had to sell. Such goods were too heavy, and the cost of sending them would have been too great.

How, then, could the pioneers send their goods to market? You have read about Colonel Donelson's boats floating down the Holston and Tennessee rivers to the Ohio. Suppose one of these pioneers was from Boston and wanted to return to his old home. How would he go? He could let the current carry his boat down the Ohio River and down the Mississippi to New Orleans. At New Orleans he would board a ship and sail across the Gulf of Mexico and up the Atlantic coast to Boston.

In the same way, the pioneers west of





**New Orleans was a busy city of 8,000 people when this painting was made in 1803.**

the mountains could send their goods to New York, Philadelphia, and Baltimore, or across the ocean to England. It was the long way around, but it was the only way that the pioneers could send heavy goods to market. They always tried to settle near a river, for there were no good roads, and they usually traveled in boats.

### **Trade Was Threatened by Spain and France**

For a long time after the first settlers moved across the mountains, Spain owned land on both banks of the Mississippi River. Spain tried to stop the settlers from shipping goods through Spanish territory to the Gulf of Mexico. Just before President Washington went

out of office, however, Spain made an agreement with the United States. By this agreement, the pioneers were able to bring their goods down the Mississippi to New Orleans and unload them without paying the Spanish government a tax. Then the goods were loaded on ocean ships.

Many kinds of goods came down the river to New Orleans in big flatboats. The pioneers in Kentucky, Tennessee, and Ohio sent large amounts of corn, wheat, flour, bacon, lard, tobacco, and hides down the river. Some of these goods were sold in the Spanish settlements, but most of them went in ships across the Gulf and up the Atlantic coast to the old states.

Trade on the Mississippi was increas-



ing. The pioneers were selling their crops, and the future seemed bright. Then danger appeared. Spain gave Louisiana and the city of New Orleans to France. France was ruled by Napoleon, a bold and ambitious man who wanted to rule the world.

President Jefferson was afraid that Napoleon would try to take all of the territory of the United States between the Mississippi River and the Appalachian Mountains. Jefferson thought that Napoleon would first stop the trade of the pioneers through New Orleans. Then Napoleon would say to them: "If you will break away from the United States and join France, I will give you all the trade that you wish."

### **Jefferson Protected the Trade of the Pioneers**

President Jefferson did not believe that the pioneers would join Napoleon. He knew that they were loyal and would never give up their country. But he also knew that they would never be safe as long as Napoleon held New Orleans. So he decided to try to buy New Orleans from France in order to protect the trade of the pioneers.

The United States had sent Robert R. Livingston to France to look after the interests of the United States. Livingston, you remember, was one of the men who helped Jefferson write the Declaration of Independence, and who furnished the money that enabled Robert Fulton to build the first successful

steamboat. President Jefferson wrote to Livingston and told him to ask Napoleon to sell New Orleans. Later, Jefferson sent James Monroe to France to assist Livingston.

At first, Napoleon said that he did not want to sell New Orleans. He had obtained Louisiana as a "breadbasket" region to furnish food to the French colonies in the West Indies. But Napoleon's plans for Louisiana and the West Indies did not work out. He saw that France and England were about to go to war. He decided to sell some French possessions in the New World and to use his resources to conquer England and Europe. Therefore, Napoleon told Livingston that he wished to sell not only New Orleans but all of the Louisiana Territory to the United States.

Napoleon offered to sell more than President Jefferson had told Livingston to buy, and Livingston hardly knew what to say. Fortunately, Monroe arrived just at the right time. Monroe and Livingston talked the matter over, and the two of them decided to buy all of Louisiana before Napoleon changed his mind. The price was fifteen million dollars.

President Jefferson was satisfied that the trade of the western pioneers was now safe. No other nation could keep them from floating their goods down to the Gulf of Mexico.

No one knew exactly what the boundaries of Louisiana were, not even the French. When Livingston asked a French



official how big the territory was, the Frenchman shrugged his shoulders and replied: "I do not know. You must take it as we received it from Spain."

At the northern end, the territory certainly extended as far as the Rocky Mountains. There was enough land to make a dozen states. Jefferson was happy because he knew that some day this land would furnish homes for thousands of American families. He knew that it was worth far more than it cost.

## LEWIS AND CLARK EXPLORED LOUISIANA

For twenty years President Jefferson had been wanting to know many things about the land beyond the Mississippi River, which became known as the West. He wanted to know what Indian tribes lived there and what animals could be found on the prairies. Could hunters make money by hunting and trapping the animals and selling their skins?

Above all, President Jefferson wanted to know about the rivers. Could a man carry goods down the Ohio River, up the Mississippi River and the Missouri River, across the Rocky Mountains, and down the western rivers to the Pacific? Jefferson hoped to find a short way to China. It was the same idea that led Columbus to discover America.

The President appointed two men to lead a party of explorers into the unknown West. In command were Captain Meriwether Lewis and Captain William

Clark. Both were army officers. Both had experience in dealing with Indians, and spoke some of the Indian languages. Clark was the brother of Colonel George Rogers Clark, who had captured British forts in the Northwest Territory during the War for Independence. No better men could have been found in the country for the job that President Jefferson wanted them to do.

### **The Explorers Began Their Journey**

Lewis and Clark started up the Missouri River in April, 1804, about a year after the purchase of Louisiana. The men and goods were in three boats. Sometimes the men rowed the boats; sometimes they moved them upstream with long poles. It was hard work, because the current was swift.

Both Lewis and Clark kept diaries. Every night the two wrote about the important things that they saw and did during the day. They described the birds and wild animals that they saw, and the flowers and grass and trees. Their purpose was to tell President Jefferson all that they could about the country. Was the land good for farming? Were there many animals in the country? Were the Indians friendly, and would they trade with the white men? All these questions were answered in the diaries. But this was not all. Clark also made maps of the country through which they passed.

Indians that the expedition met were curious about the explorers and their equipment. They were especially inter-



ested in York, Clark's Negro servant, for they had never seen a Negro before. The Indians, Clark wrote, "were much astonished at my servant. All flocked around him and examined him from top to toe."

Winter overtook Lewis and Clark in North Dakota, and they went into camp near a village of the friendly Mandan (man'dən) Indians. They found a guide, a Frenchman who knew something about the country farther up the Missouri, and his wife, an Indian named Sacajawea (sak'əjəwē'ə), who knew the way across the Rocky Mountains. Sacajawea's brother was chief of a strong tribe of Indians who lived in the northern part of what is now the state of Idaho, and the explorers had to cross his land to get to the Columbia River.

The men amused themselves with dancing and games. Sometimes the Indians came to see the white men dance. Once Captain Lewis allowed the men to give a dance in the village. His diary says: "We permitted sixteen men with their musical instruments to go to the first village for the purpose of dancing. I found the village much pleased and amused with the dancing of our men. The party returned with three buffalo robes and thirteen strings of corn which the Indians had given them." On Christmas Day one of the men wrote, "We had the best to eat that could be had, and continued firing guns, dancing, and frolicking during the whole day."

During spells of warm weather, both the white men and the Indians went

hunting. Hunting was a business as well as a pleasure, because they had to have meat for food. A diary entry for February 21, 1805, reads: "A delightful day. Put our clothes out to sun. Captain Lewis returned with two sleighs loaded with meat. He hunted two days and killed 36 deer and 14 elk."

The Indians often brought corn, beans, squash, pumpkins, and other presents of food to the camp. One of the white men was a blacksmith, and the Indians brought him their pots and kettles and tools to be mended. They paid him for his work with food. He was kept busy most of the time.

### **Lewis and Clark Reached the Pacific**

In April, 1805, when the snow began to melt and the ice broke up in the river, the party got ready to move. Some of the men went back to St. Louis with presents for President Jefferson.

The men who returned carried such gifts as skeletons and skins of some of the animals that they had killed, a pair of large elk horns, horns of Rocky Mountain sheep, and the horns and tail of a black-tailed deer. There were articles of Indian dress, and a buffalo skin, shown on page 26, with pictures painted on it of a great battle that the Mandans had fought several years before. There were also bows and arrows, an ear of Mandan corn, some plants, and three boxes containing live animals.

After the returning boat started down the river, Lewis and Clark began again





On their way west, Lewis and Clark (at far right in the painting) visited a Flathead Indian camp.

their hard and dangerous journey up the Missouri. They had with them the French guide and his wife, Sacajawea. Sacajawea had a baby boy just two months old, and much of the time she carried him strapped to her back.

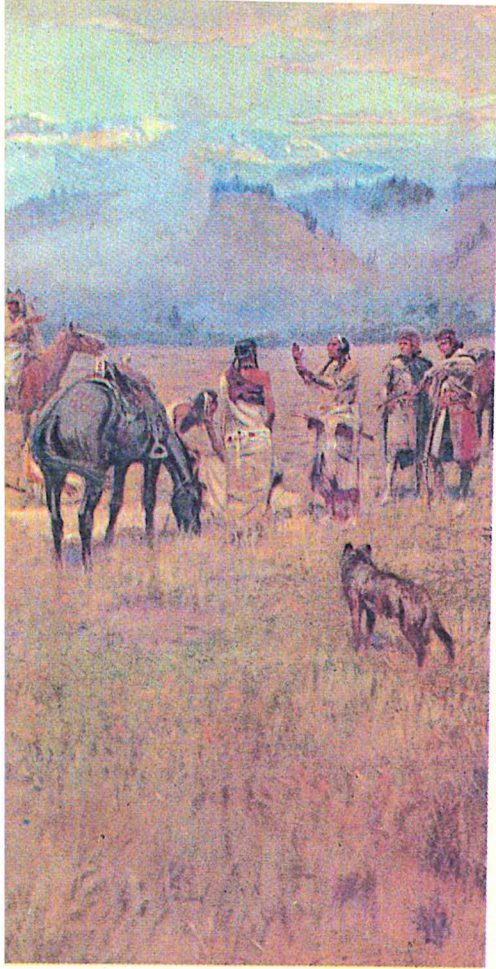
In some places the river ran between high, steep banks, and was so swift that the men could no longer push the boats upstream. They had to get out and pull them with long ropes. Sometimes the river was blocked by waterfalls, which the men could not get over. When they

came to such places, they cut down trees and made wheels by sawing off pieces of the trunks. Then the men mounted the boats on the wheels and dragged them around the falls.

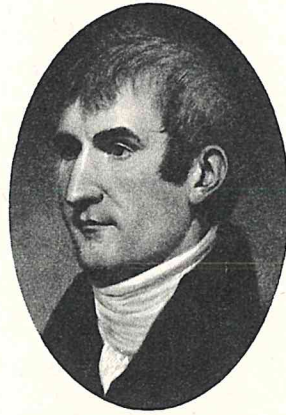
When the explorers reached the mountains they needed horses to carry their equipment and tools. It was here that Sacajawea became most useful. By great good luck she found her brother and persuaded him to sell some pack horses.

After crossing the mountains, the men built boats again and paddled down the





William Clark



Meriwether Lewis

**he explorers had little trouble with Indians.**

Columbia River. On November 8, 1805, they came in sight of the Pacific Ocean, and Clark wrote in his diary: "Ocean in view! Oh! the joy!"

The men spent the winter of 1805–06 exploring the land near the mouth of the river. The next spring they started back and made a quick trip to St. Louis, where they arrived on September 23, 1806. They had been absent two and a half years, and had traveled nearly 8,000 miles.

The reports of Lewis and Clark and

the maps that they made told President Jefferson and the American people about the vast country that borders on the Missouri and Columbia rivers. They contributed a great deal to the world's knowledge of the geography of America.

The journey of Lewis and Clark had one other important effect. It gave the United States a right to claim a region in the northwest between the Rocky Mountains and the Pacific Ocean. This region was called the Oregon country.



## ANOTHER OFFICER EXPLORED LOUISIANA

Two months before Lewis and Clark returned to St. Louis, another young army officer started on a long trip to explore the southern part of the Louisiana Territory. This explorer was Lieutenant Zebulon Pike.

Pike left his camp near St. Louis on July 15, 1806. On the first part of his trip, he traveled with Indians who were returning to their villages in western Missouri. After leaving the Indians at their homes, Pike and his men traveled rapidly across the wide, level region known as the Great Plains. The plains were filled with buffalo, antelope, and deer. The men had a fine time hunting. Once Pike had an adventure that might have ended his journey almost at the beginning. He tells the story in his diary:

"Today I passed over a remarkably large rattlesnake as he lay curled up. I walked so near him that I touched him with my foot, and he drew himself up to make room for my heel.

"Dr. Robinson, who followed me, was about to step on him, but saw him in time to jump aside. I then turned around and touched him with my ramrod, but he did not strike at it. He appeared quite peaceable. I was so grateful to him for not biting me that I did not kill him."

In Colorado, Pike discovered the high mountain that is now called Pike's Peak. He traveled to the beginning of the Arkansas River through some of the wild-

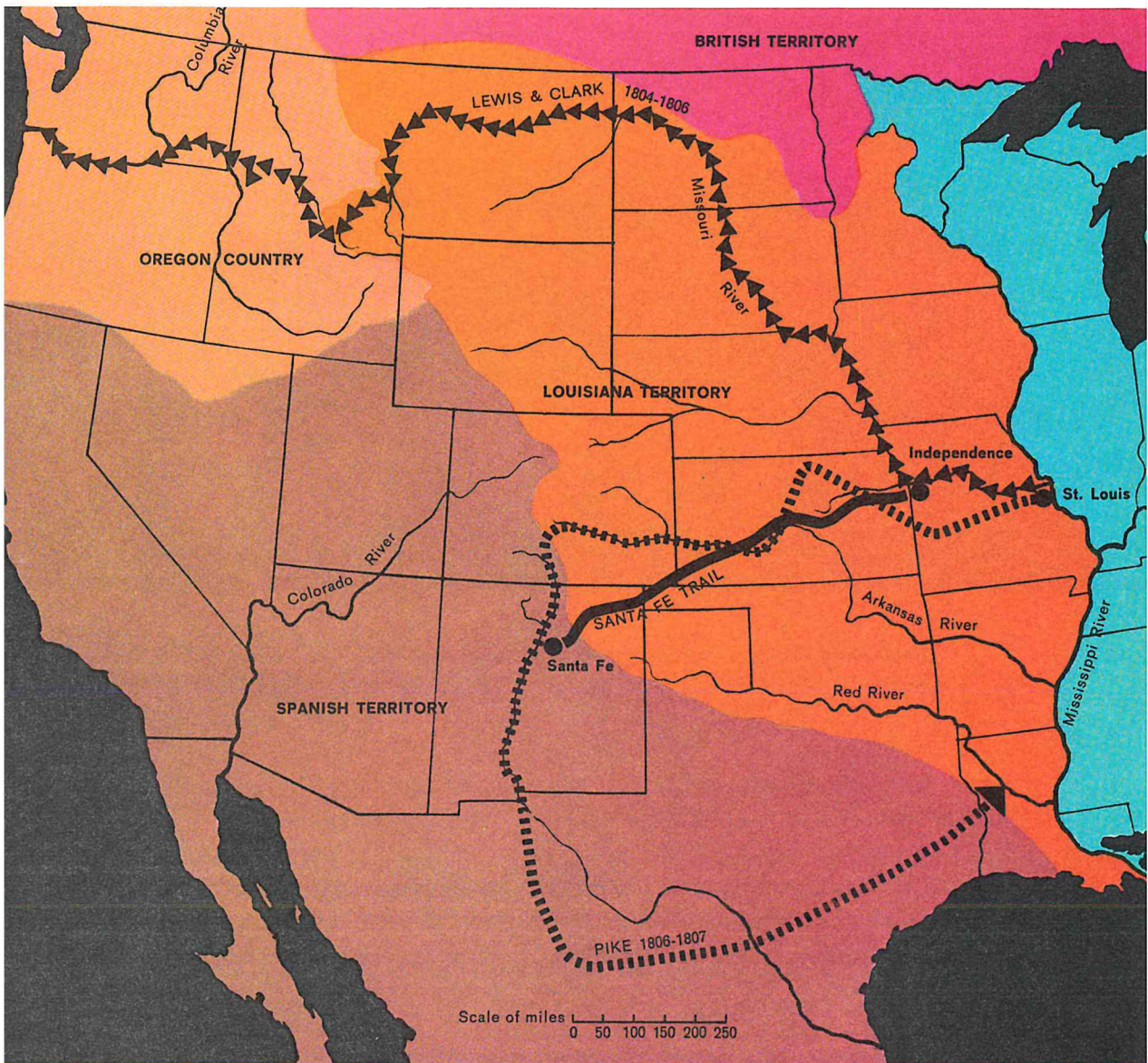
est and most beautiful scenery in the whole Rocky Mountain area. But Pike was not interested in the scenery. Winter had come. Some of his men had their hands and feet frozen. Their horses died. Their food gave out, and it was hard to find buffalo and deer and elk. Sometimes the men had nothing to eat for three or four days.

In January, 1807, Pike wrote in his diary: "In the middle of a plain we crossed a creek. Here we all got our feet wet. The night was very cold when we stopped to make camp. After getting fires made, we discovered that the feet of nine of our men were frozen. This night we had no food."

The next day, Pike and three of his men hunted all day, but killed nothing. They spent the night without food, shelter, or blankets. The next morning they started hunting again. About dark on this second day they found a herd of buffalo. "By the greatest of good luck, the first shot stopped one, which we killed with three more shots," Pike wrote. "Each of us cut off a heavy load of meat. We hurried back toward camp in order to relieve the worries of our men and carry the poor fellows some food. We arrived there about midnight."

After leaving Colorado, Pike found a large river that he thought was the Red River, which flows into the Mississippi north of New Orleans. He was trying to follow it to its mouth, from where he could return to St. Louis. But the river was really the Rio Grande (rē'ō grand'),





## EXPLORING THE LOUISIANA TERRITORY

The purchase of the Louisiana Territory in 1803 more than doubled the size of the United States. In addition to making the first report on the new territory, Lewis and Clark also laid an American claim to the Oregon country. On their return journey to St. Louis, Lewis and Clark generally followed the same route they had taken going west. Pike's explorations helped open trade with the Spanish, which was later carried on over the Santa Fe Trail.





**In this old drawing, members of a wagon train on the Santa Fe Trail wave their hats and fire their guns as they near Santa Fe. This trail was used from 1821 to 1880.**

which flows into the Gulf of Mexico. The Spanish governor at Santa Fe (san'tə fā') thought that Pike was trying to make a map of the region so that the United States could send an army to capture it. He arrested Pike and sent him to Mexico.

Before reaching Mexico City, Pike persuaded the Spanish officers that he had entered their territory by mistake. They released him, and he went back to St. Louis through Texas, which then belonged to Spain.

Every day, no matter how cold and hungry he might be, Pike wrote about the land through which he passed. The diary was printed soon after he returned to St. Louis, and it gave much information about the geography of the southern part of the Louisiana Territory. Jefferson was no longer President of the

United States, but it is likely that he read the diary eagerly.

One of the most important things that Pike discovered was that a valuable trade could be carried on between Americans and Spaniards. Some years later, American merchants began to carry goods over the Santa Fe Trail, first on pack horses and then in long trains of wagons. At Santa Fe they exchanged the goods for gold and silver and furs, which they brought back to the United States to sell.

## THE UNITED STATES GAINED FLORIDA

You have already learned that President Jefferson bought Louisiana so that the pioneers in Kentucky and Tennessee and Ohio could carry their goods down the



Mississippi River to market. The pioneers of Alabama and Mississippi also had goods to sell; but they could not get to the Mississippi River. Spain owned the territory bordering on the Gulf of Mexico and would not let the pioneers use the rivers that flowed through Spanish territory.

James Madison and James Monroe solved this problem. Madison became President after Jefferson. He obtained the land along the northern shore of the Gulf of Mexico from Louisiana to Mobile Bay. Monroe, who followed Madison as President, made an agreement with Spain in 1819 by which Spain sold Florida to the United States. There was no more trouble about the trade of the pioneers. In 1845, Florida became a state in the Union.

### **The Main Points of This Chapter**

1. In 1803, the United States purchased the Louisiana Territory from France; this enabled settlers west of the Appalachian Mountains to send their goods to market freely.
2. Lewis and Clark led the first group of Americans to explore the northern part of the Louisiana Territory.
3. Zebulon Pike explored the southern part of the Louisiana Territory.
4. Florida was purchased from Spain in 1819.

### **What Comes Next in the Story**

Americans cross the continent to settle the Oregon country.

### **TO HELP YOU UNDERSTAND**

1. On a map of the United States, trace the route of a shipment of tobacco from Kentucky to New York by way of the Mississippi River. Discuss how tobacco might be shipped today.
2. Plan with two classmates to dramatize a meeting of James Monroe and Robert Livingston with Napoleon, discussing the sale of Louisiana.
3. Study the picture of New Orleans on page 214 and then list the cargo the ship in the picture might be carrying and name the places to which it might go.
4. Select a committee to make a large pictorial map of the territory explored by Lewis and Clark and by Pike. Draw appropriate pictures for the map.
5. List important supplies that you think Lewis and Clark took on their journey.
6. Draw a picture showing Lewis and Clark among Indians in an Indian camp.
7. Prepare an oral report about the life and work of one of these men: James Monroe, Robert Livingston, Napoleon.

#### **Books to Read**

American Heritage. *Thomas Jefferson and His World.*

Knoop, Faith. *Zebulon Pike*. "Real People Series."

McCracken, Harold. *Winning of the West.*

Neuberger, Richard L. *The Lewis and Clark Expedition.*







## CHAPTER 17

# AMERICANS WON OREGON

Who were the pioneers that followed Lewis and Clark to what is now the northwestern United States?

What trails did the pioneers take?

What was life on the trail like?

Where did these people settle?

This chapter answers these questions.

### MEN WENT WEST FOR FURS

When Lewis and Clark returned to St. Louis and reported on the new land, fertile valleys, and good hunting grounds in the West, the stories stirred the blood of old frontiersmen. Daniel Boone, who had left Kentucky to live in western Mis-

souri, heard the tales, and he longed to go to the distant land that was said to be even more beautiful than Kentucky.

Boone died before he could set out for the West. But fur trappers called mountain men went far up the western rivers and across the Rocky Mountains to the Pacific Ocean. They found springs and water holes for camping places, and shallow places to cross rivers.

As the years passed, the hoofs of pack horses and the boots and moccasins of the mountain men and other traders tramped out trails. These trails were always the easiest paths across mountains and plains. The trappers marked the trails and mapped the routes to the distant West for the settlers who followed.

One of the greatest of the fur traders was John Jacob Astor. He came to the

**A pioneer family traveling the Oregon Trail is shown in a desperate fight against attacking Indians. This painting was made in 1854.**





**An American mountain man.**

United States from Germany. Although he was a poor man when he arrived, Astor soon made a fortune buying and selling the furs of wild animals.

After Lewis and Clark returned from the West, Astor decided to build a trading post at the mouth of the Columbia River. In 1811, he sent a ship to the Columbia. The ship was loaded with hunters and traps, and with goods to trade with the Indians. A fort, a storehouse, and some cabins were built, and the settlement was named Astoria in honor of the owner.

Astor's plan was to buy furs from the Indians in exchange for brass rings, beads, blankets, and knives. His ships would carry the furs to China, and trade them for silk, tea, perfumes, and drugs. He would then bring these goods to the

United States and sell them in New York, Philadelphia, and Boston.

Astor's plan failed. During the War of 1812, the British captured Astoria. When the war was over, England gave Astoria back to the United States, but Astor did not try to build it up again.

Astoria was important because it gave the United States a stronger claim to the Oregon country. The United States could claim Oregon for three reasons. First, Robert Gray, an American sea captain, discovered the Columbia River. Second, Lewis and Clark explored the Oregon country. Third, John Jacob Astor built the settlement of Astoria there.

## **MISSIONARIES TRAVELED TO OREGON**

The explorers and the fur trappers opened the way to the Pacific, but missionaries led the first home builders to the West. The missionaries went to teach the Christian religion to the Indians. They also built homes, churches, and schoolhouses, and they started farms and raised horses and cattle.

### **Jason Lee Built a Mission**

Jason Lee, a young minister, left St. Louis in the spring of 1834. At Independence, Missouri, a little town on the Missouri River, Lee joined a party of trappers and fur traders who were traveling to the Rocky Mountains. As he traveled westward, the young minister wrote many letters and kept a diary.



From these we can learn about the trip.

"When we started from Independence, we had about sixty men and 170 horses," Lee wrote. "Most of the men had one horse to ride and two to carry packs. The men are divided into seven or eight groups.

"When we get to a camping place, the captain points out the place where each group is to sleep. He arranges us in a large circle, and we tie the horses inside the circle to prevent them from wandering away or being stolen by the Indians.

"When supper is over, all except guards retire to rest. Some sleep in tents. Others spread their blankets and sleep in the open air. At daylight the word is given to 'turn out,' and the camp is soon in motion. Each day we travel about twenty miles."

When Lee got to Oregon, he decided to build his church along the Willamette River, a beautiful stream that flows into the Columbia. He and his nephew, Daniel Lee, who also was a minister, and several other men built a log house. This house served as a fort, a church, and a home. Then the missionaries tried to make friends with the Indians.

On the Columbia River, not far away, there were some English fur traders and trappers led by Dr. John McLoughlin. McLoughlin allowed the Americans to buy food and supplies from his stores.

### **More Missionaries Followed**

In 1836, a missionary named Marcus

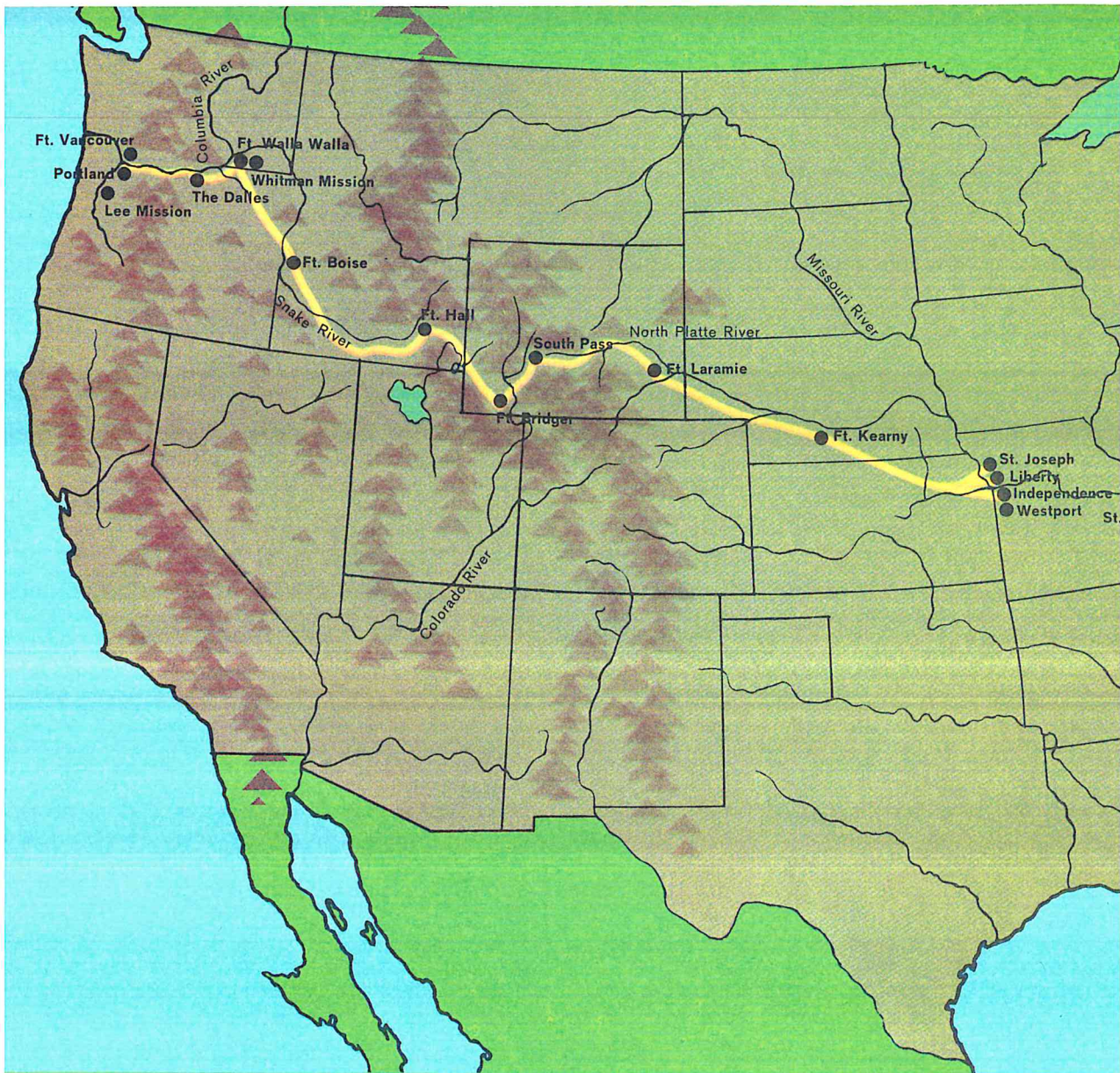
Whitman and his wife Narcissa traveled to Oregon. Mrs. Whitman wrote charming letters to her family, and from them we can learn many interesting things about the long journey across the continent, and about the life that she and her husband lived after they arrived in Oregon. Mrs. Whitman and Eliza Spalding, the wife of a minister, were the first white women ever to cross the continent of North America by land.

The Whitmans and the Spaldings traveled part of the way with trappers and fur traders, just as Jason Lee's party had done two years before. One of Mrs. Whitman's letters tells how they lived on the trail:

"As soon as the day breaks, we hear the words, 'Arise! Arise!' Then the mules set up such a noise as you never heard. The noise of the mules brings every man on his feet to loose them and turn them out to feed. You think it hard to get up at seven o'clock, but just think of me. Every morning at the word 'Arise!' we all spring up. While the horses are feeding, we get breakfast in a hurry and eat it. By this time the words, 'Catch up! Catch up!' ring through the camp. We are ready to start at six, and we travel until eleven. We then stop to rest and feed. We start again about two and travel until six, when we make camp for the night."

When the travelers began to cross the mountains, Whitman had to leave behind one of the two wagons he had brought. He used two wheels from the





## THE OREGON TRAIL

Pioneers going west on the Oregon Trail started from towns in Missouri, crossed the broad, flat plains, and then followed the North Platte River to South Pass in the Rocky Mountains. At Fort Bridger, they turned north and followed the Snake River before reaching the Columbia River in Oregon. The Dalles were rapids in the river. Among the Oregon settlements were the missions of Jason Lee and the Whitmans. The diagram below the map is a cross-section view of the mountains that the covered wagons had to cross.



other wagon to make a cart, which he took as far as Boise (boi'zi), Idaho, in the very heart of the mountains. He wanted to take it as far as Oregon, but the trappers told him that the trails were too narrow and too rough. Whitman was the first man who had used wheels so far into the mountains. Seven years later, he guided a group of pioneers in wagons all the way to Oregon.

## **FAMILIES JOURNEYED IN COVERED WAGONS**

Stories came back to the East about the beauties of the Oregon country. The stories told of rich soil that would grow great crops of fruit and grain, and rich pastures that would feed countless cattle and horses. They also told of fine forests of oak, pine, cedar, and fir; of rivers full of salmon; and of the mild and healthful climate. People who went to Oregon were delighted with what they found. "We think that this is one of the most delightful countries in all the world," one of them wrote.

Newspapers began to print news about Oregon. Jason Lee returned to New York to get more helpers for his settlement. All the way across the country, from Illinois to New York, he made speeches about Oregon.

People read so much about Oregon and heard so much about it that many began to talk of going there. At that time, most of the people in the nation lived on farms and made their living on

the land. They were always trying to get larger and richer farms. Oregon seemed to be the answer to their dreams.

## **Wagons Set Out from Missouri**

In the spring of 1843, little groups of people began to arrive at Independence, Missouri. There were men, women, and children of all ages; and horses, mules, cows, oxen, and dogs. Most of the families lived in tents or covered wagons. They came from Ohio, Kentucky, Indiana, and many other states. They were on their way to Oregon.

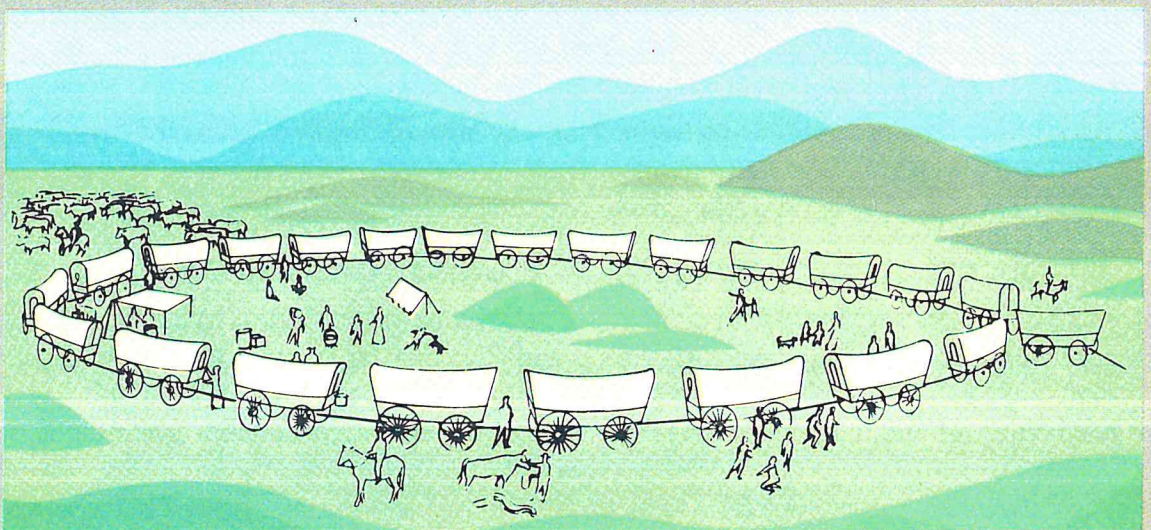
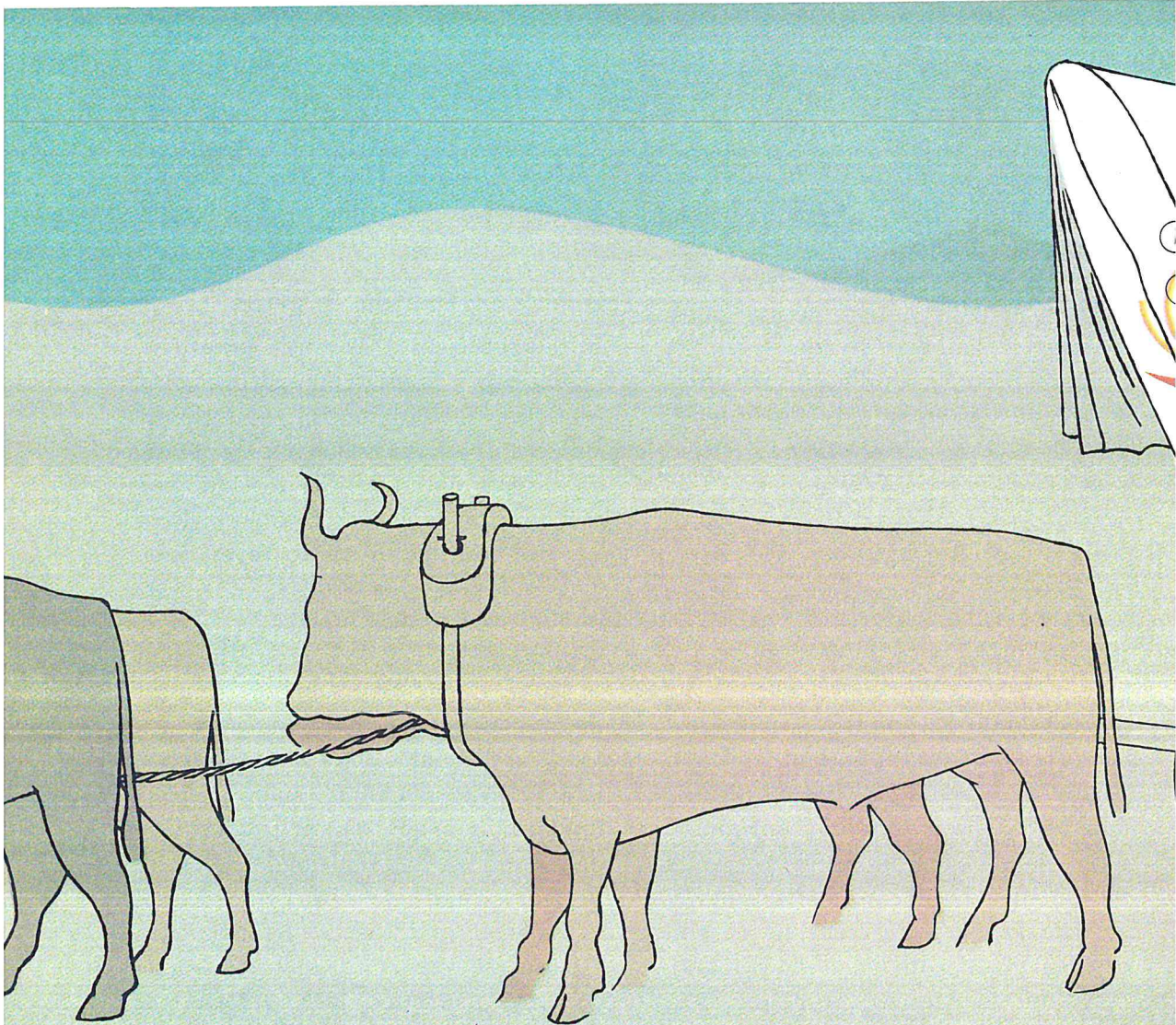
Pioneers waited at Independence for the snow to melt and the grass to grow on the plains. They could not carry food for their animals; the horses and cows had to live on the grass, just as the buffalo did. While waiting, the men repaired the wagons and made shoes for the horses and oxen. The women prepared meals and washed clothing.

The first wagon train to leave Independence had good luck. Just as the travelers were preparing to take the trail, Dr. Marcus Whitman appeared. He had gone east during the winter to get more help for his mission, and he was now on his way back to Oregon. Whitman offered his services as an adviser and helper to the pioneers.

## **Pioneers Moved Slowly West**

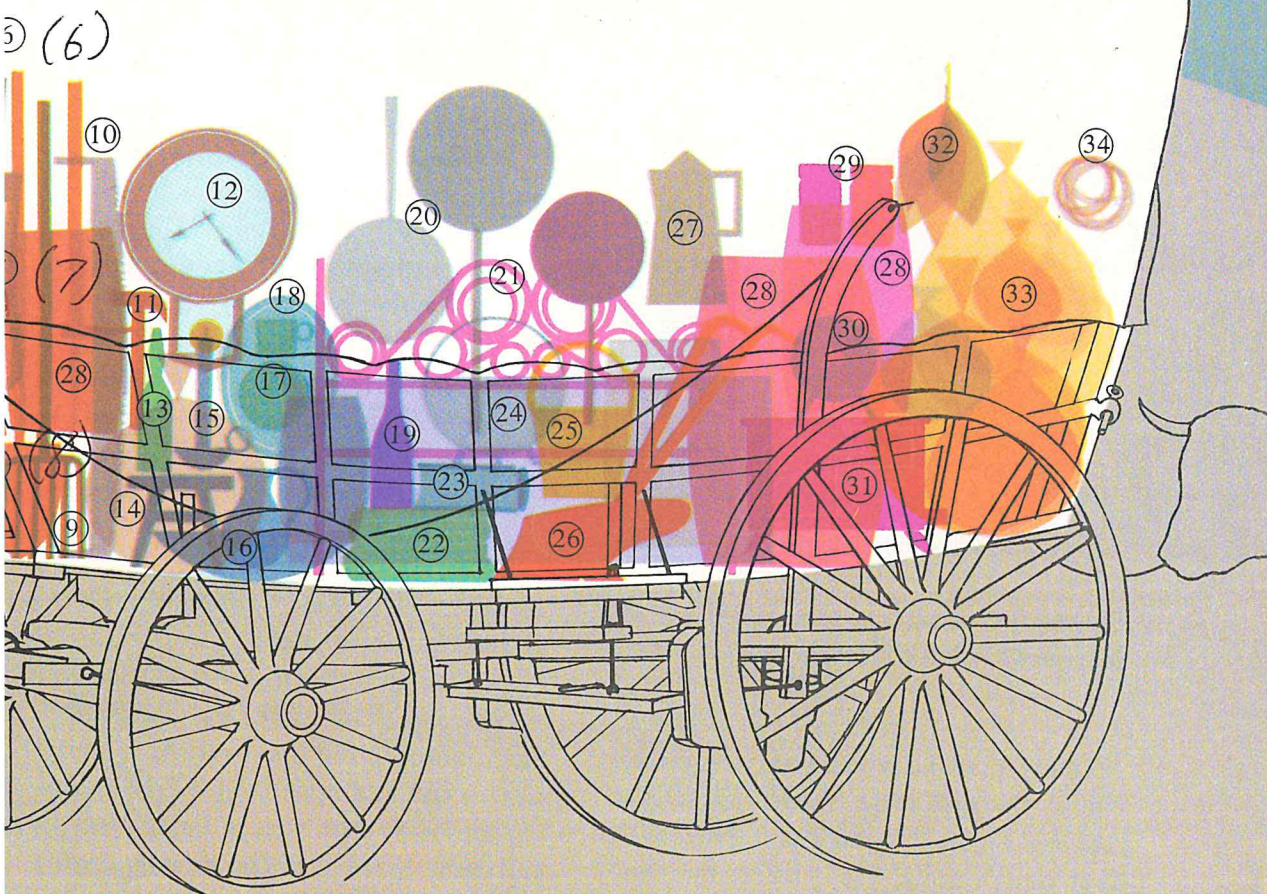
The pioneers that Whitman guided made up the first large movement of settlers into the Oregon country. The journey to Oregon took them about five months.





At night the wagons were “circled up” as protection against Indian attacks.



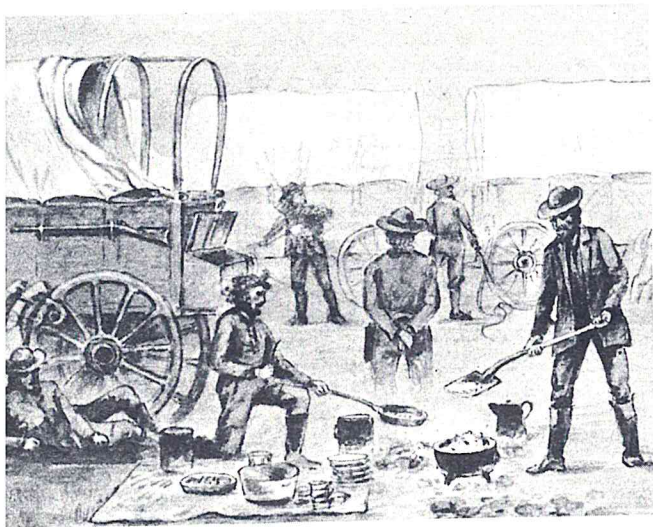


## THE COVERED WAGON

A covered wagon, shown here being pulled by oxen, served as the home of a pioneer family for the five months it took to reach Oregon. The artist has pictured some of the things carried in the wagon; they are numbered and listed below.

- |                  |                    |  |
|------------------|--------------------|--|
| 1. Rope          | 13. Whiskey        | 25. Bucket                                 |
| 2. Pickaxe       | 14. Stool          | 26. Plow                                   |
| 3. Hatchet       | 15. Candlestick    | 27. Coffeepot                              |
| 4. Rifle         | 16. Pitcher, basin | 28. Barrels of flour,<br>bacon, vegetables |
| 5. Lantern       | 17. Dishes         | 29. Canned fruit                           |
| 6. Butcher knife | 18. Mirror         | 30. Grindstone                             |
| 7. Axe           | 19. Match bottle   | 31. Cookstove                              |
| 8. Shovel        | 20. Cooking pans   | 32. Plants                                 |
| 9. Pitchfork     | 21. Bed            | 33. Bags of seeds,<br>clothing, food       |
| 10. Crosscut saw | 22. Blankets       | 34. Twine                                  |
| 11. Hammer       | 23. Family Bible   |  |
| 12. Clock        | 24. Dutch oven     |  |





**Cooking the evening meal on the Oregon Trail. Most meals included bread, bacon, and coffee.**

Many men and women have described life in the first large wagon train that traveled on the Oregon Trail. One of the best descriptions was written by Jesse Applegate many years after the long journey was ended. He says that the travelers divided themselves into two groups. One group owned herds of cattle, and traveled in the rear. The other took the lead and marched a few miles in advance. But the two parties kept close enough together to help each other if danger arose from the Indians.

Applegate was the leader of the party that owned the cattle. They called it the "cow column." This is how Applegate described life on the trail:

"It is not yet eight o'clock in the evening. The cattle are grazing, and guards

are set. The evening meal is just finished, and the children are playing a game of romps. Before a tent near the river a violin makes lively music, and some youths and maidens are dancing on the grass. In another direction a flute gives its sweet, sad notes to the still night air.

"It has been a happy day. We traveled more than twenty miles toward the end of our journey. Doctor Whitman, the 'good angel' of the party, is seated in the guide's tent, and men and women are gathered around him listening to his wise talk.

"But time passes. The watch is set for the night. The flute and violin are silent. The camp goes to sleep.

"At four o'clock in the morning the guards fire their rifles, the signal that the hours of sleep are over. Smoke begins to rise and float away in the morning air. Sixty men round up the horses and cattle that have been grazing during the night.

"From six to seven o'clock is a busy time. Breakfast is to be eaten, the tents taken down, the wagons loaded, and the oxen yoked and hitched to the wagons. There are sixty wagons. They travel in groups of fours.

"Now it is the stroke of seven. The clear notes of a trumpet sound in the front. The guide and his guards mount their horses. The leading group of wagons moves out, and the rest fall into their places like clockwork until the spot so lately full of life sinks back into the great silence of the broad plains."



## The United States Gained Oregon

Other trains of covered wagons took the trail to Oregon. A thousand Americans went there in 1843. Even larger numbers went in 1844 and 1845. These pioneers made homes and settled the country.

Because British fur traders worked in the Oregon country, England claimed the region. However, after the arrival of American pioneers, England made an agreement with the United States to divide the territory. The two nations marked a line between Canada and Oregon. Land north of the line belonged to England. Territory south of the line belonged to the United States.

### The Main Points of This Chapter

1. Fur traders and trappers were the first to travel in the West after Lewis and Clark, and they made trails that settlers later followed.
2. John Jacob Astor, a famous fur trader, established a trading post in Oregon a few years after Lewis and Clark explored the region.
3. Missionaries such as Jason Lee and Marcus Whitman led the first settlers to Oregon.
4. Both England and the United States claimed the Oregon territory, but it was finally divided between the two nations.

### What Comes Next in the Story

Americans settle in Texas and win that region for the United States.

## TO HELP YOU UNDERSTAND

1. In a class discussion compare the work of the Spanish missionaries in the Southwest (Chapter 5) with the work of the American missionaries in Oregon.
2. With a map of the United States on your desk, locate these places: Independence, Missouri; Astoria; the Columbia River; the Willamette River; Boise, Idaho; and give information about each one.
3. Read a book about Narcissa Whitman and give a summary of her work in Oregon.
4. Write a description of a typical day spent by travelers on the Oregon Trail.
5. Make a list of the natural resources of the Pacific Northwest. Consult a geography book and an encyclopedia.
6. Get a road map of the western states and trace the route of the Oregon Trail.
7. Study the diagram of the covered wagon on pages 230–231. Discuss which listed items you would need if you were moving to Oregon today. Add to the list other things you think you would take.

### Books to Read

American Heritage. *Westward on the Oregon Trail.*

Brink, Carol R. *Narcissa Whitman*. "Real People Series."

Carr, Mary Jane. *Children of the Covered Wagon.*

Havighurst, Walter. *The First Book of The Oregon Trail.*







## CHAPTER 18

# TEXAS JOINED THE UNION

Why did pioneers move to Texas when it was owned by Mexico?

How did American pioneers live in Texas?

How was Texas won for the United States?

This chapter answers these questions.

### TEXAS BELONGED TO MEXICO

Even before missionaries led the way to Oregon, American pioneers were moving to what is now the state of Texas. At the time, Texas belonged to Mexico.

Stephen F. Austin (center) led American pioneers to Texas in the 1820's and 1830's. He is shown talking with settlers in his cabin.

Both Spain and France had claimed Texas during the race for land in the New World. Spain had the oldest and the best claim. Spanish missionaries built missions in Texas to teach the Indians, and Spanish soldiers built forts near the missions. Then little towns grew up around the missions and forts.

Early in the 1800's, Mexico broke away from Spain and won its independence. Texas became part of Mexico.

The Mexicans admired the United States and tried to copy its form of government. They made laws inviting Americans and other foreigners to come to Mexico to make their homes.

### Americans Moved to Texas

Pioneers who had settled in such states as Louisiana, Arkansas, and Missouri



already lived close to the boundary of Texas. When news reached them that the Mexican government was willing to give them land in Texas, they were ready to go. They could buy land from the United States government for \$1.25 an acre, but land in Texas cost them almost nothing.

Stephen F. Austin, a young man from Missouri, led nearly a thousand families to Texas and helped them obtain land from the government of Mexico. He worked at this task from 1821 until 1835. Austin wanted to develop the new country. He wrote letters describing the rich land and the grassy prairies covered with flowers. He urged men to bring their families and settle in Texas.

Before Austin came to Texas, he had traveled in many parts of the United States. He had gone to school in Connecticut and to college in Kentucky. He had lived in Missouri, Arkansas, and Louisiana. But he said that Texas was the most beautiful country he had ever seen.

Cotton, corn, sugar cane, oats, wheat, and rye would grow there. Cattle and horses would become fat on the tall, sweet grass, and hogs could live on acorns and nuts. The winters were mild, and the summers were pleasant. Whether a man were rich or poor, said Austin, he ought to come to Texas.

Many families followed Austin's advice. Some went to Texas by land, in wagons drawn by horses or oxen. Some carried all that they owned on a pack

horse or two. Others loaded their furniture and tools on a flatboat and floated down the Mississippi River to New Orleans. There they put their possessions on a ship and sailed across the Gulf of Mexico to the Texas coast. It was much easier to go to Texas than it was to cross the continent to Oregon.

### **Settlers Lived a Hard Life**

Many of the pioneers who went to Texas wrote letters about the way they lived. Here is the story of a man who went to Texas from Tennessee: "I had three horses. On their backs we brought to Texas all that we could. My wife even loaded her spinning wheel on one of them.

"We had no bread for nine months after we came to Texas. One day a man came to my cabin and told me that he had some corn that he had planted with a stick, without plow or hoe. I traded him a horse for twenty bushels, and took my other two horses to his place to bring the corn back. The distance was sixty miles. When I returned, we crushed some of the corn with a hammer and made meal. Then we had our first bread in Texas.

"There was plenty of wild honey, but we had no jars and cans to keep it in; so I kept it in a deerskin. I would take the skin off whole, only cutting it around the neck and legs. I would tie the holes up very tight. Then I would hang it up by the forelegs, and we had quite a nice container. We always kept it pretty full.



"My daughter had a dress of deerskin. I never wore a deerskin shirt, but I had pants and a hunting jacket made of deerskin."

## TEXANS BROKE AWAY FROM MEXICO

Stephen F. Austin was not the only man who helped colonists go to Texas. Half a dozen others took up the same task. Before the end of 1835, there were 30,000 Americans in Texas, and they were beginning to have trouble with the Mexican government.

One reason why the Texans and the Mexicans had trouble was that the two peoples never learned to know each other well enough to be friends. They spoke different languages. Few Mexicans lived in Texas, and few Texans ever went to Mexico. The Mexican government was new and unsure of itself. As a result, a number of misunderstandings arose.

Serious trouble began when General Santa Anna overthrew the government of Mexico and made himself the ruler of the country. He became a dictator, a man who rules a nation and makes his own laws that everyone must obey. He had command of the army, and with the help of the soldiers he made the Mexicans obey him. All Texans were not in agreement, but many declared that they had the right to elect their own officers and take part in the government, as the people did in the United

States. They did not wish to obey Santa Anna.

### Pioneers Fought the Mexicans

Santa Anna led a large army to Texas to make the people obey him. The first important battle took place at a mission at San Antonio called the Alamo (al'ə mō). The Alamo was surrounded by a high stone wall, making it a strong position. About 180 Texans defended it.

The Texans were commanded by William B. Travis, a young lawyer, and by James Bowie, who with his brother had invented the bowie knife. With them was David Crockett, who had come from Tennessee to help the Texans. He had a long rifle that he called "Betsy"; with it he could put a bullet through the head of a squirrel in the top of the tallest tree. He had his fiddle, too, on which he played lively tunes to keep the men in cheerful spirits.

Santa Anna demanded that the Americans in the Alamo surrender. Travis answered with a cannon shot; then he wrote a letter asking the Texans to send help. He addressed it, "To the People of Texas and all Americans in the World." Travis wrote:

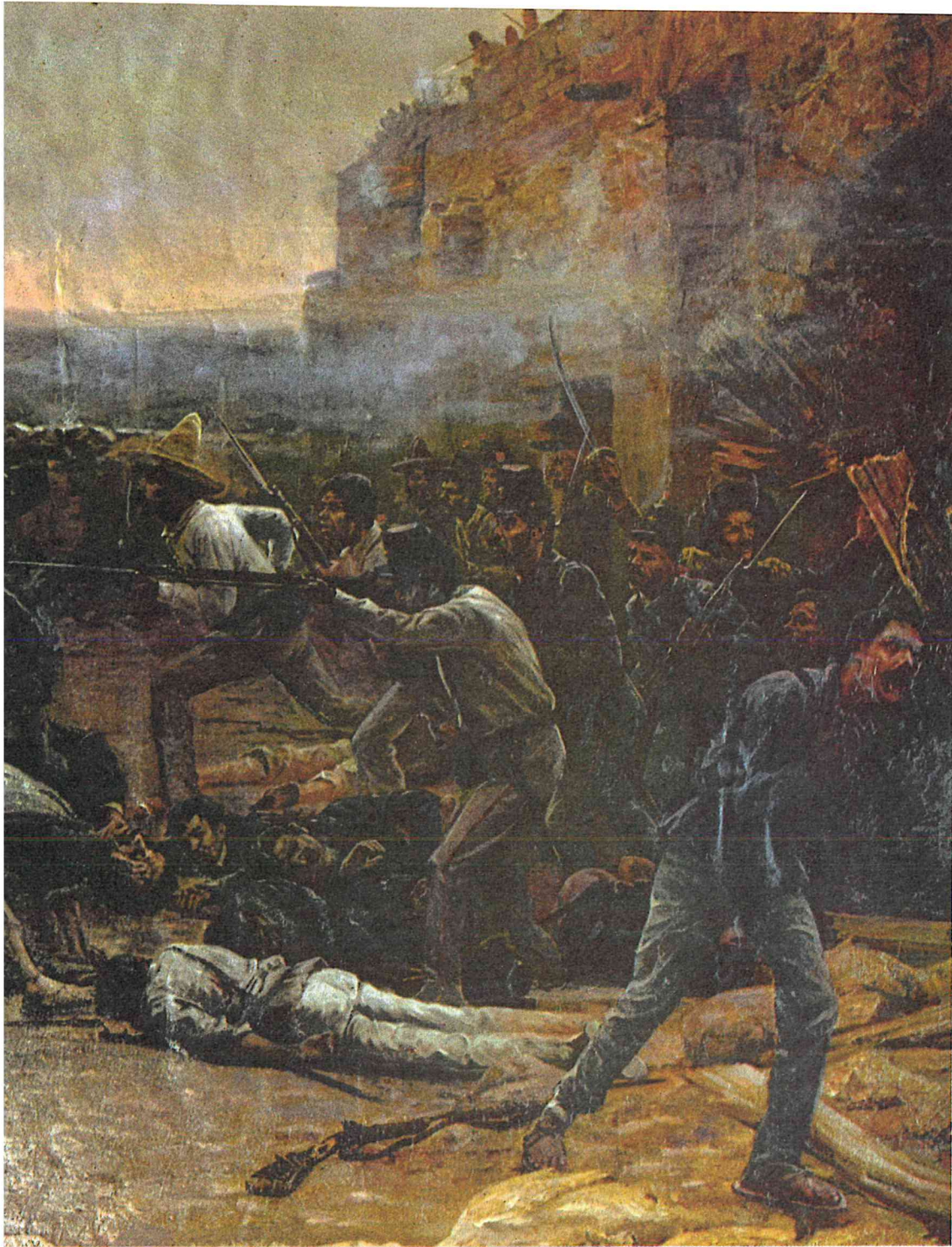
"I am surrounded by a thousand or more of the Mexicans under Santa Anna. I have sustained a continual bombardment for twenty-four hours, and have not lost a man. Our flag still waves proudly from the walls. I shall never surrender or retreat. I am determined to resist as long as possible and die like a





Pictured here is the final, desperate stand of the Texans who defended the Alamo





Davy Crockett uses his empty rifle as a club against the advancing Mexican troops.



soldier who never forgets what is due to his honor and the honor of his country. Victory or death!”

Santa Anna finally captured the Alamo, and all of Travis’s brave men were killed. Santa Anna then fought and destroyed several other small armies. The Texans began to fear that everything was lost, but suddenly the tables were turned.

### **Texans Won the War**

General Sam Houston met Santa Anna in battle on April 21, 1836. The army of the Texans was much smaller than the army of Santa Anna; but the Texans killed or captured nearly all of the Mexicans who were engaged in the battle. This was the Battle of San Jacinto (san ja sin’tō). Santa Anna himself was captured.

Santa Anna agreed to order the remainder of his soldiers to leave Texas. Santa Anna also promised to try to have the Mexican government give up all claim to Texas and allow it to be an independent country. However, Mexico claimed Texas for ten more years.

### **THE UNITED STATES GAINED A NEW STATE**

The Texans started their own government, with a president and congress like the government of the United States. There were not many people in Texas, but there was a great deal of land. Even now the state of Texas is second only

to Alaska in size, but then it claimed a large part of New Mexico and Colorado, part of Oklahoma, and a little of Kansas.

Some Texans wanted to carry on their independent government and become a nation. For a time it seemed that they might have their way. Many new settlers came to Texas from the United States, England, Ireland, Germany, and France.

However, a large number of Texans wished to join the United States and add a new star to its flag. They considered themselves Americans. The United States was a strong nation, and it seemed better to be a state in a strong nation than to be a weak independent nation.

People in the United States, like those in Texas, were divided in their way of thinking. Some wanted to take Texas into the Union, and some did not.

The people who wanted Texas to come into the Union said that if the United States did not take Texas, England or France would. Texas was not strong enough to stand alone. They thought that the United States might be in danger if a European nation owned land on the southern border.

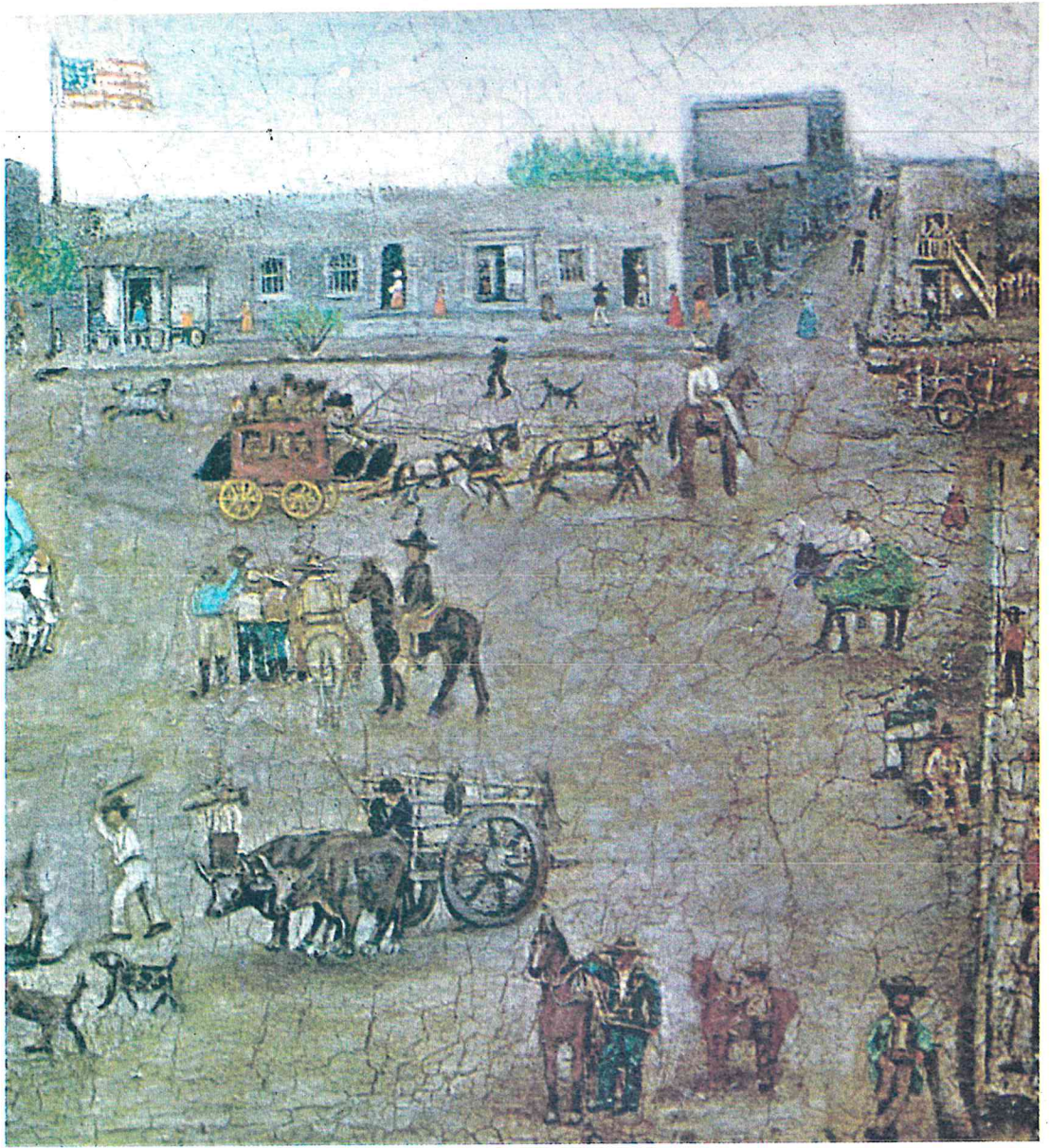
People who were against taking Texas into the Union had two main reasons for feeling the way they did. In the first place, Mexico still claimed Texas, and

**General Sam Houston led the Texan army in the Battle of San Jacinto. This portrait is in the San Jacinto Museum on the battlefield.**









**The city of San Antonio as it looked in 1849, soon after Texas entered the Union.**

if the United States took it, war with Mexico could result. They did not want war. In the second place, there were slaves in Texas. These people were opposed to any more states with slaves in them. They were opposed to slavery any-

where, and wanted to free all the slaves.

As the years passed and Texas grew stronger, more and more people in the United States thought it would be a good thing to take Texas into the Union. President Andrew Jackson had tried to



buy Texas even before the Texans broke away from Mexico, but Mexico would not sell the territory. After it became independent, both President John Tyler and President James K. Polk wanted to have Texas in the Union.

In December, 1845, Texas entered the Union as a state. The territory was so large that Congress said it might be divided into five states if the people wished; but the people have not divided it.

The Mexican government declared that the United States had no right to take Texas. It said that Texas still belonged to Mexico, and it began to prepare to go to war with the United States. President Polk tried to keep peace with Mexico, but Mexico said that the only way to avoid war was to give up Texas.

### **The Main Points of This Chapter**

1. Texas belonged to Spain until Mexico won its independence; then Texas became a part of Mexico.
2. Pioneers from the United States, led by Stephen Austin, settled in Texas because land was plentiful and cheap.
3. In a war with Mexico, Texas won its independence, but Mexico refused to recognize that independence.
4. Texas joined the United States in 1845, but Mexico still claimed Texas and prepared to go to war.

### **What Comes Next in the Story**

The United States and Mexico fight a war, and the United States gains more territory in the Southwest.

### **TO HELP YOU UNDERSTAND**

1. Draw three pictures to show how people traveled to Texas. The description on page 236 will give you suggestions.

2. Draw a map of Texas. Mark on the map products that Stephen Austin said would grow there. Use a geography book to locate where to place the products. Add other products that are found in Texas today.

3. Use a reference book for information for an oral report on the bowie knife.

4. Give the reasons why the people of Texas and Mexico had trouble in 1835. Discuss how the government of the United States might handle these troubles if they arose today.

5. Write your ideas of why the Battle of the Alamo was important.

6. On an outline map of the United States, color the territory claimed by the Texans before Texas became a state.

7. Prepare a list of the arguments for and against making Texas a state.

8. Report on these men: Santa Anna, Sam Houston, Stephen Austin.

### **Books to Read**

American Heritage. *Texas and the War with Mexico.*

Hoff, Carol. *Johnny Texas.*

Johnson, William. *Sam Houston; the Tallest Texan.*







## CHAPTER 19

# THE UNITED STATES GAINED CALIFORNIA AND THE SOUTHWEST

How did the United States gain California and the territory in the Southwest? Why did many people go to California? How was Utah settled? How did all the new territory change the United States? This chapter answers these questions.

### CALIFORNIA BECAME A PART OF THE NATION

When Mexico said it would go to war over Texas, President Polk sent an official to Mexico to try to keep peace. At the same time, the President sent an

**The war with Mexico ended with the capture of Mexico City in 1847. Here, American soldiers push a cannon into place during the fighting.**

army to Texas under the command of General Zachary Taylor. The Mexican government also sent an army to Texas. Mexican soldiers and American soldiers fought a brief battle. Each side claimed it was defending its territory, and the Congress of the United States declared war on Mexico.

The President ordered General Taylor's army to march into Mexico from the north, and Taylor won several battles. President Polk sent another army to attack Mexico from the east. It was commanded by General Winfield Scott. With the help of the American navy, Scott's soldiers captured the city of Vera Cruz (ver'ə krüz'). Then General Scott marched against Mexico City and captured it in September, 1847. A part of the American navy and a few soldiers



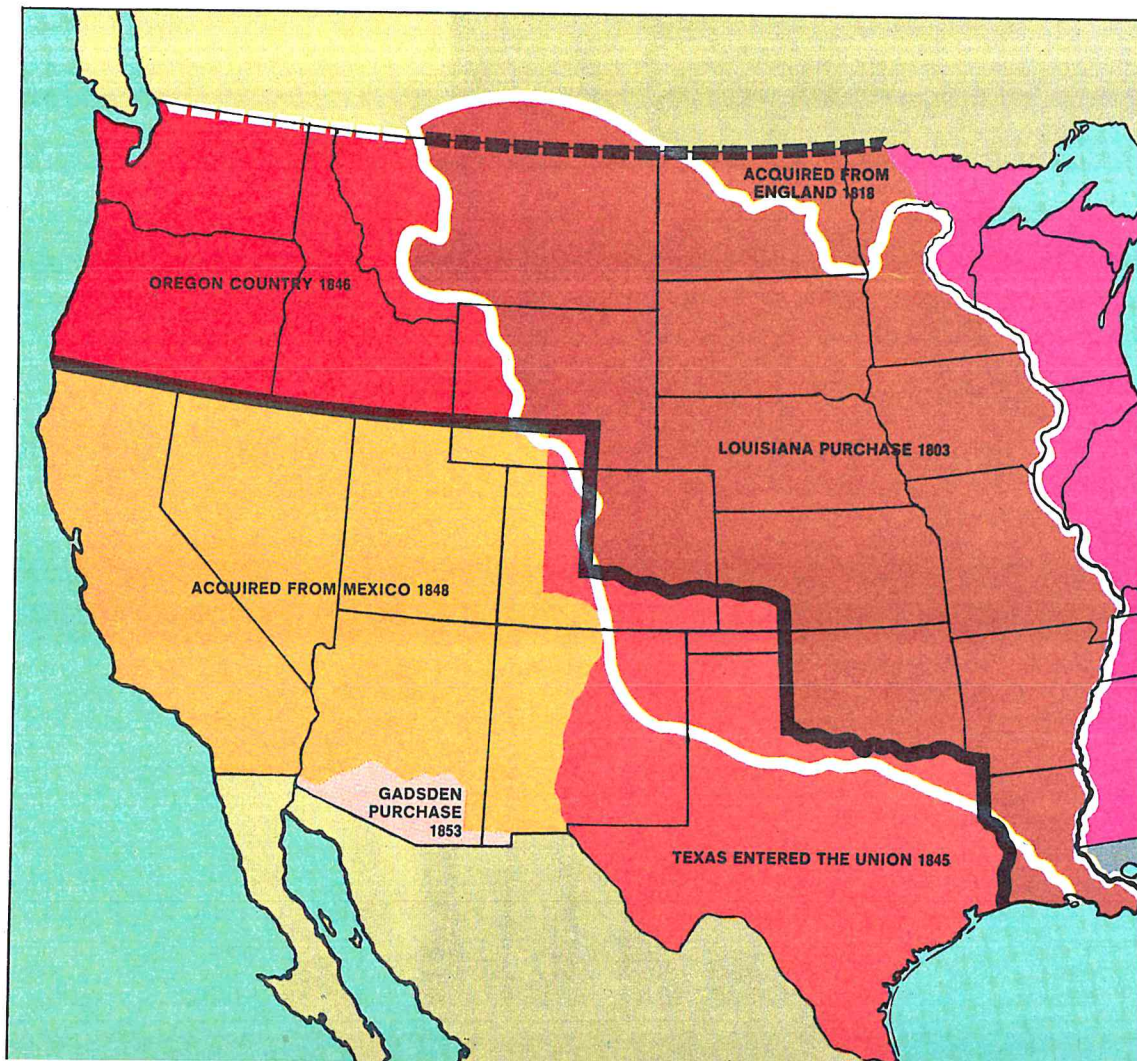
captured California, which had belonged to Mexico.

On February 2, 1848, the United States and Mexico signed a peace treaty. Mexico gave up its claim to Texas. It also gave up a large area that included the present states of California, New Mexico, Arizona, Nevada, and Utah, plus parts of Colorado. The United States paid Mexico fifteen million dollars.

A few years later, the United States bought from Mexico a strip of land along the southern boundary of New

Mexico and Arizona. This land is called the Gadsden Purchase, because a man named Gadsden bought the land for the United States.

The United States wanted California for several reasons. The land was rich and it would grow valuable crops of fruit and grain. In addition, the coast of California has some of the finest harbors in the world. These harbors would give safe stopping places for American ships on their way to and from China. The harbors could also be used by ships





that were engaged in killing whales to obtain oil used in lamps. Most of all, Americans wanted to have a nation that stretched from the Atlantic Ocean to the Pacific Ocean.

### Gold Hunters Rushed to California

Few people knew it then, but gold was discovered in California at about the same time that the peace treaty with Mexico was signed. The gold was discovered accidentally.

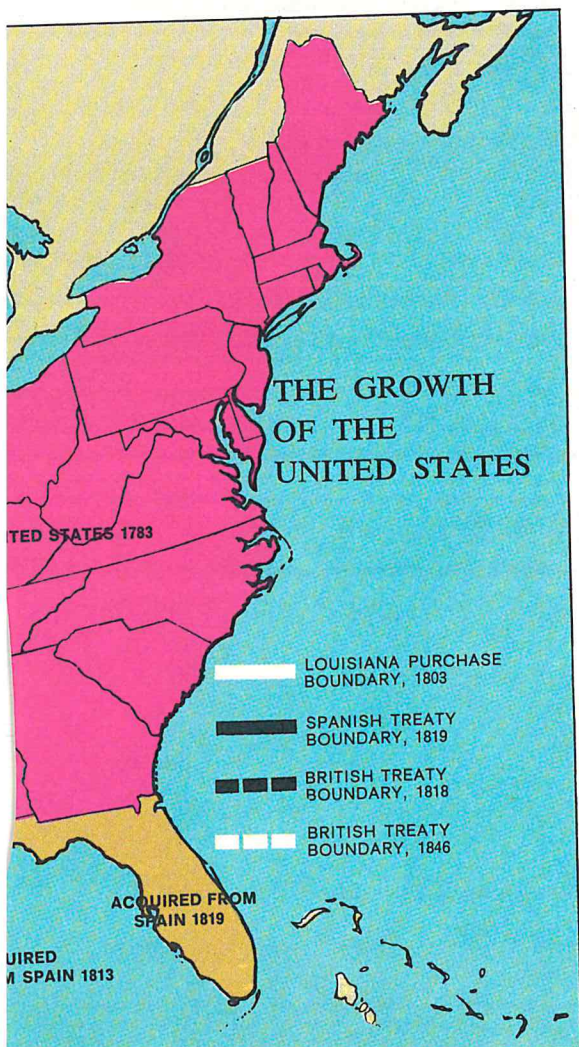
Some workmen were digging a ditch

on Captain John A. Sutter's ranch, not far from the present city of Sacramento (sak'rə men'tō). They noticed yellow flakes in the dirt they were shoveling, and realized that they had found gold. At first they went on digging the ditch. It was to carry water from the river to run a sawmill, and the men thought the mill was more important than the gold. Soon, however, they learned how valuable this gold strike was.

One day, a man from the area where the gold had been discovered dashed into San Francisco. "Gold! Gold! Gold from the American River!" he shouted. Quickly the excitement spread. Within a few days it seemed that everyone had stopped whatever he was doing to hurry to the gold region.

Newspapers in San Francisco stopped printing because there were no printers. Merchants closed their stores, sailors left their ships, workmen dropped their tools. A man describing the excitement wrote: "All were off for the mines—some on horses, some on carts, and some even went on crutches."

Ships from San Francisco sailed across the Pacific to carry the news to Hawaii and Australia and to China. Gold hunters from those lands came to California as quickly as wind and sails could bring them. The news also spread to Oregon. There, hundreds of men who had hardly rested from their long journey across the mountains and plains hitched mules and oxen to their wagons and took the trail south to California. Ships loaded





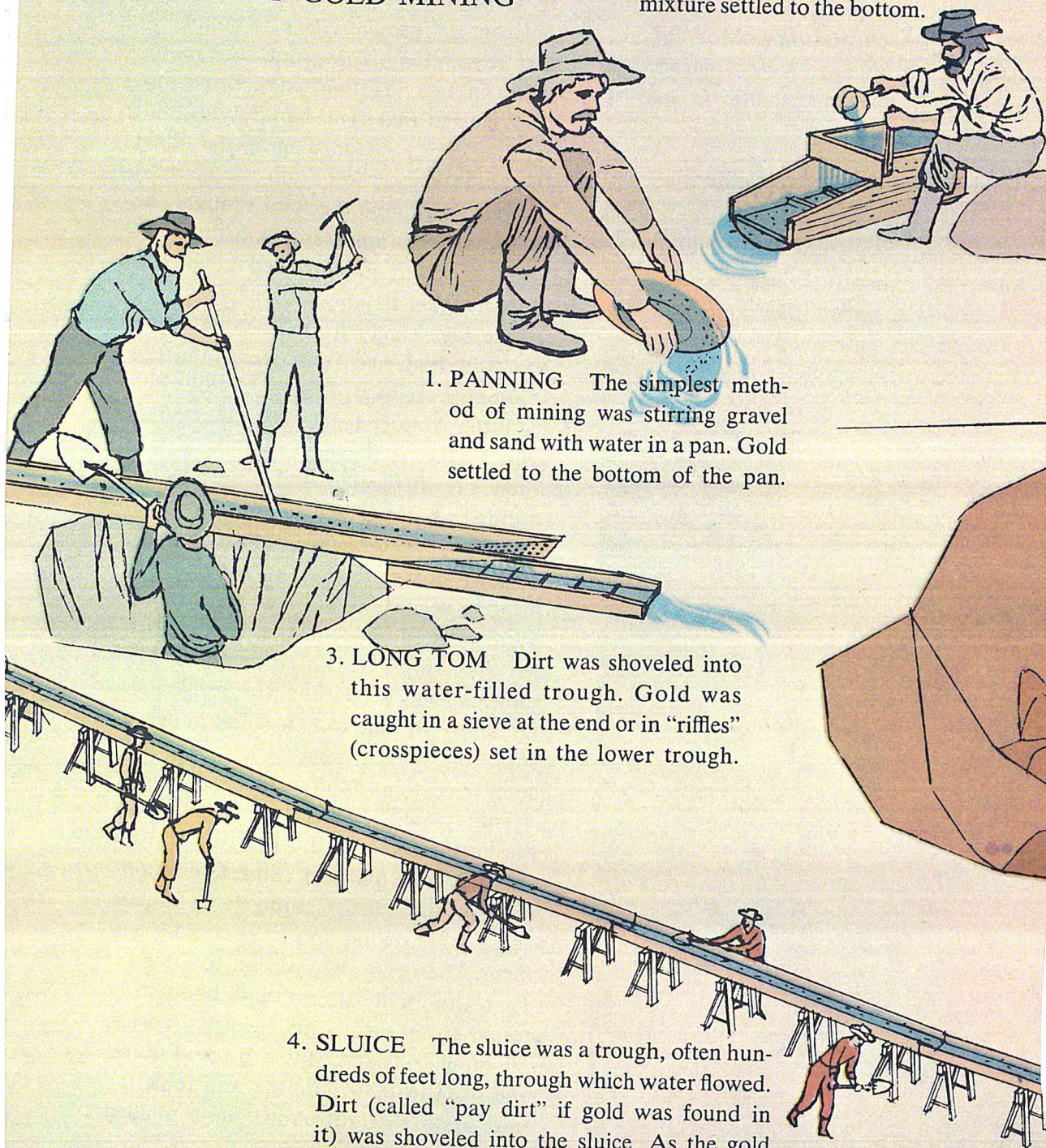
## METHODS OF GOLD MINING

2. CRADLE As a miner rocked sand, dirt, and water in a cradle, any gold in the mixture settled to the bottom.

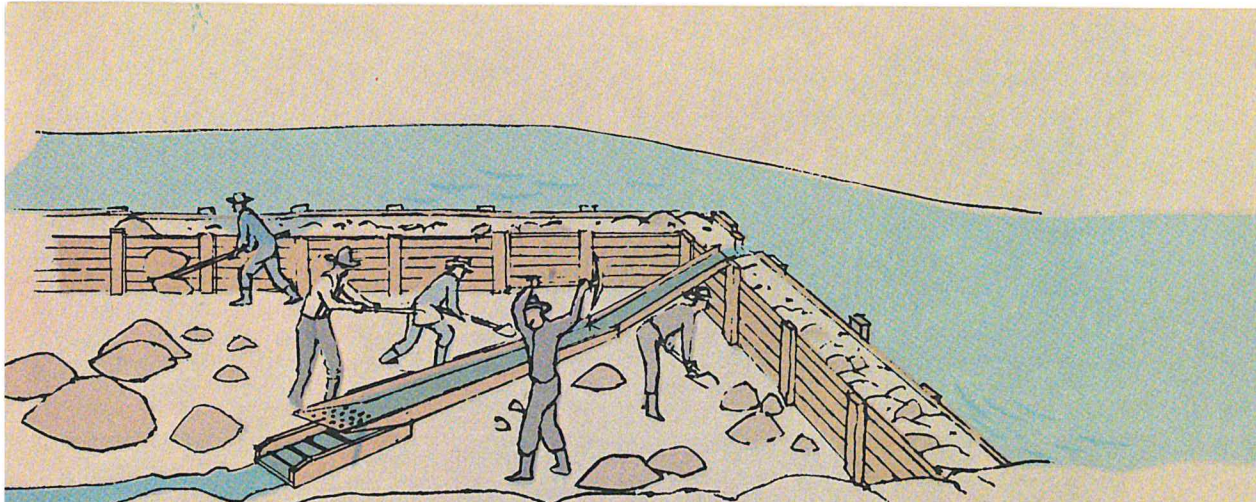
1. PANNING The simplest method of mining was stirring gravel and sand with water in a pan. Gold settled to the bottom of the pan.

3. LONG TOM Dirt was shoveled into this water-filled trough. Gold was caught in a sieve at the end or in "riffles" (crosspieces) set in the lower trough.

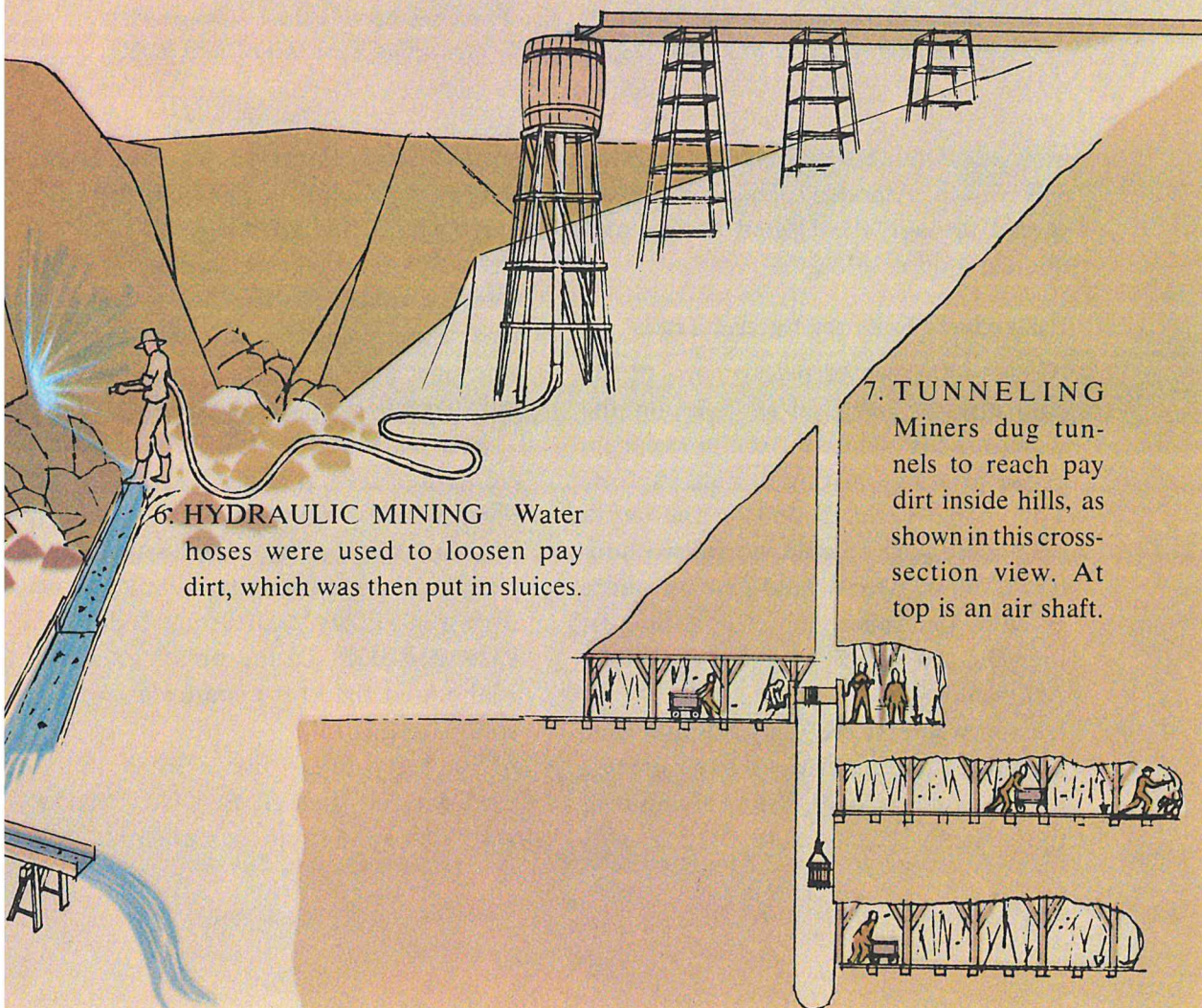
4. SLUICE The sluice was a trough, often hundreds of feet long, through which water flowed. Dirt (called "pay dirt" if gold was found in it) was shoveled into the sluice. As the gold settled to the bottom, it was caught by riffles.







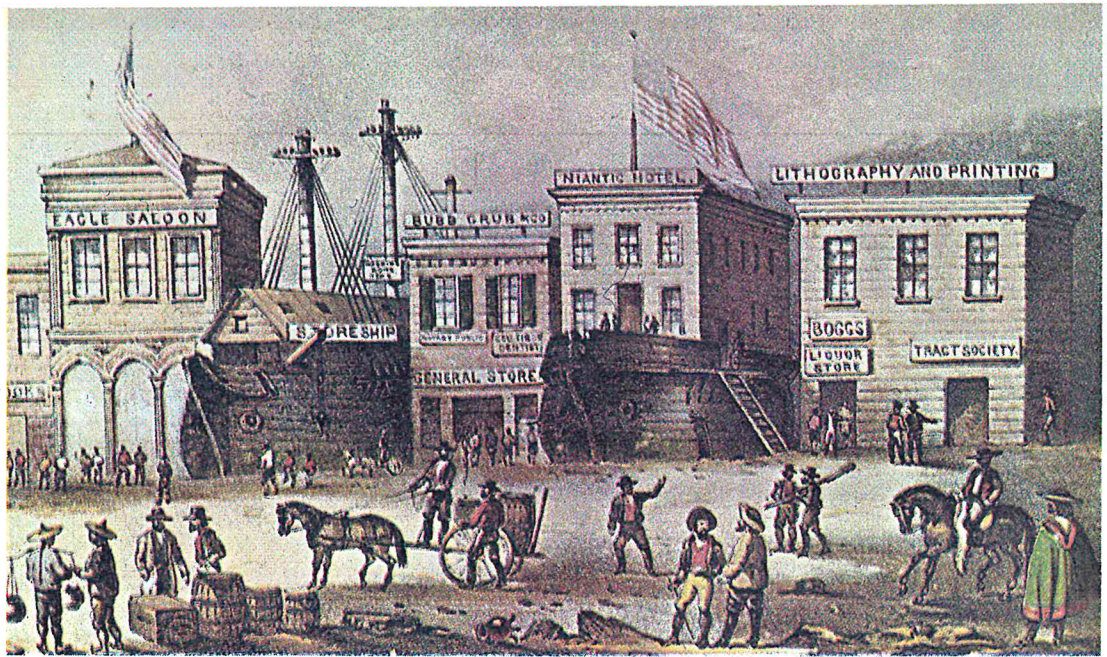
**5. TURNING A RIVER** Forty-niners found gold in many rivers in California. They turned (dammed up) the rivers to get at it. The miners shown here are "washing" dirt from a river bed in a long tom with water from the river itself.



**6. HYDRAULIC MINING** Water hoses were used to loosen pay dirt, which was then put in sluices.

**7. TUNNELING** Miners dug tunnels to reach pay dirt inside hills, as shown in this cross-section view. At top is an air shaft.





After gold was discovered in California, San Francisco became the fastest-growing city in the world. As this 1849 picture shows, even ships were turned into hotels.

with eager miners came from Mexico and South America. Then the news spread through the United States, and the real gold rush began.

#### **Forty-niners Followed Several Trails**

Nine months passed before news of the gold discovery arrived at cities on the Atlantic coast. Then eastern newspapers began printing exciting stories. A New York paper declared that in one day a man could pick up gold worth two hundred dollars. Men would give an ounce of gold, the paper said, for a plug of tobacco. An ounce of gold was worth eighteen dollars.

Everywhere in the United States men began to make plans to go to California in the spring of 1849. Those living near the Atlantic coast could take a ship

around South America. Or they could sail to the Isthmus of Panama, cross the narrow land, and get a ship on the west coast to take them to California. This was the quickest way, but it was the most expensive. The fare on the ships was high, and it was costly to hire men and teams to carry goods across the land.

Men living far from the seacoast could take several trails by land. First, there was the Oregon Trail, the most popular route. Forty-niners—the name given to the gold hunters—could follow this well-known trail from Independence, Missouri, to the present state of Idaho, and then turn southward on the trail to California.

The forty-niners also used the Santa Fe Trail and then crossed New Mexico and Arizona to southern California. Still



other trails went through Texas to cross southern New Mexico and Arizona.

All of the trails were difficult and dangerous. Before reaching California, they led across desert country where men and animals had to go many miles without water. Before the end of 1849, these desert trails were marked by the bleaching bones of horses and cattle and by the graves of forty-niners who died on the way.

Young men formed groups, bought wagons and teams, and gathered at various places to take the trail as soon as spring came. Some of those who were married left their wives and children at home, hoping to return with fortunes in gold after working a year in the mines. Many men took their families with them. They expected to stay in California and build homes in the new country.

At the start, all were gay and happy because their hopes were high. There was a popular song that nearly everybody sang:

O California!  
That's the land for me.  
I'm going to California  
The gold dust for to see.

### **There Was Hardship on the Trails**

On the Oregon Trail, the journey was fairly easy from Independence to Fort Laramie (lar'ə mi). After that, the danger and hardship began, and Fort Laramie was hardly one-third of the way from Independence to California. Many

forty-niners who had brought along trunks, furniture, and heavy supplies soon got rid of such things and repacked their wagons to make them as light as possible. Some men destroyed what they had to leave behind. Others piled bacon, sugar, and flour by the side of the trail and left signs telling travelers who came later to take anything they wanted.

A great many travelers wrote diaries in which they told about their sufferings. Here are some experiences of a party that crossed the desert south of Great Salt Lake, in Utah.

"We passed a wagon which had a sick man in it. He was about to perish for water. We put him in our wagon and traveled until daylight. Some of our steers were nearly gone. We traveled on hard until night and reached a high bluff of rocks where we were told we could find plenty of water—but it was twenty-five miles farther on. Here we fed our oxen the last of our hay and gave them the last drop of water, and started on. It was one o'clock at night when we got to the springs. We had traveled ninety-three miles across this desert.

"The next day we rested. People were arriving all the time from the desert, almost famished for water; they say that they passed men, women, and children dying of thirst. Mr. Hall, who left his wife on the desert yesterday, is preparing to go back for her with water.

"Our company rigged out a team loaded with water and went back on the desert to relieve the suffering. They





Forty-niners suffered most crossing the desert region west of the Rocky Mountain





is family's oxen have collapsed in the desert because of the shortage of water.





**The Mormons began to move west in February, 1846, crossing the frozen Mississippi River.**

found many almost dead, and saved them.”

Another traveler who got through the desert tells how the food gave out in his party: “This morning we ate the last of our old beef. It was badly spoiled, but I must say that it tasted well.” The next day he says: “I started out early to try to buy some food from the other wagons on the road. But nobody will sell anything. I suppose I have asked one hundred men to sell me something but with no success. I have offered men two dollars a pound for flour and bacon; but they would see a man starve before they will sell even at ten dollars a pound.”

All of the pioneers who went to Cali-

fornia did not suffer such hardships and misfortunes. But even those who suffered least found the long trails hard and dangerous. Most of them traveled in covered wagons pulled by plodding oxen. In some places there were hardly any roads at all. In order to get the wagons down steep hills, the men sometimes had to tie long ropes to the rear axles and let the wagons down by hand. Often they had to leave the wagons behind; then they made packsaddles for the oxen and loaded on their backs as much as the animals could carry. Mules stood the trip better than oxen, but they were harder to handle.

### **The Population of California Grew Rapidly**

During all the summer of 1849, ships unloaded gold hunters at San Francisco. They came from the United States, South America, Hawaii, Australia, and China. There were thousands of them. During October and November the wagons began to arrive with more thousands of people.

When the census was taken in 1850, there were nearly 100,000 people in California. It was ready to come into the Union, and Congress took it in as the thirty-first state.

The gold that the pioneers dug from the hills and streams of California was very valuable. But the harbors of California were more important than the gold. They gave the United States safe and convenient ports from which to carry



on trade with the East. And this trade brought more wealth to the people of the United States than was ever dug from the mines.

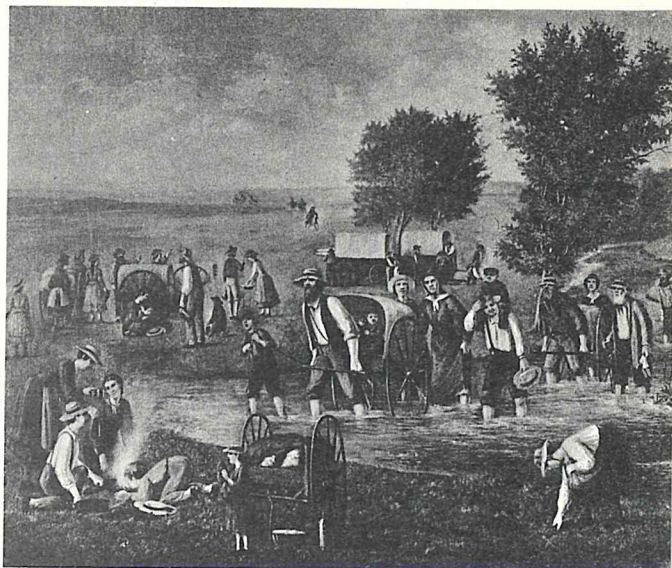
## ANOTHER WESTERN REGION WAS SETTLED

Utah was another part of the territory that Mexico gave up. During the war with Mexico, members of The Church of Jesus Christ of Latter-Day Saints, who are also called Mormons, had begun to settle in the valley of the Great Salt Lake.

Mormons had tried to settle in other parts of the United States, but their neighbors would not allow them to worship as they pleased. Several times the Mormons had to leave their homes and move to another place. Finally, the leader of the church, Brigham Young, heard reports of the Great Salt Lake region, cut off from the east by the Rocky Mountains and from the west by a desert. If the Mormons settled there, no one would bother them, and they could worship as they pleased.

In 1846, the Mormons began to move from Illinois to Great Salt Lake. For part of the way west they followed the Oregon Trail. Young divided his people into small groups. He took the first group westward, setting up stations along the way where the parties that would follow could rest and prepare for the next part of the trip.

Young left some members of the first



**In 1856 hundreds of Mormons too poor to buy wagons pulled handcarts all the way to Utah.**

group at each station with instructions to raise farm animals and grow food in gardens. In 1847, the first group of Mormons reached what is now Salt Lake City.

There were many problems to overcome before the Mormons could change the desert into a productive area. They dug ditches to carry water from mountain streams to their dry fields. This way of supplying water to the land is called irrigation. Seeing the rich crops, people said that the Mormons made the desert bloom. The Mormon's work was important in showing how the mountains and plains could be made useful to farmers.

During the rush of miners to California, Brigham Young would not let his



people go to the gold mines. But they gathered a golden harvest by selling food and oxen to tired travelers who were on the trail to California.

California and the other territory that the nation won from Mexico filled out the map of the United States. The nation now extended from the Atlantic Ocean to the Pacific Ocean, and from Canada to Mexico. Pioneers had settled along the Pacific Ocean and in Utah, but there was much land between there and the Mississippi River from which new states would be made.

#### **The Main Points in This Chapter**

1. California and the Southwest became a part of the United States as a result of the war with Mexico.
2. Pioneers hurried to California by land and by sea when gold was found.
3. Although only a few men became rich from mining gold, the land was good for farming and there were many fine harbors along the Pacific coast; California soon had a large enough population to become a state.
4. The Mormons settled in Utah and showed how people could make desert land into fertile farm country.
5. The new territories in the West filled out the boundaries of the United States, but left much land still unsettled.

#### **What Comes Next in the Story**

The nation fights a long war to escape the danger of division.

#### **TO HELP YOU UNDERSTAND**

1. On a map of the United States locate all the places that played a part in the war over Texas. Write a sentence telling something important about each place.
2. Compare the picture on page 244 showing the capture of Mexico City in 1847 with the picture on page 68 of the arrival in Mexico City of Cortes's Spanish army.
3. Write the newspaper headlines that you think might have appeared in a New York City newspaper in 1849 when the news of the discovery of gold reached the East.
4. Imagine that you are a visitor from the East in San Francisco in 1848. Write a letter to a relative or a friend back home in which you describe the excitement over the discovery of gold.
5. For a class program, learn the words and sing the song, "O Susanna."
6. Read about the Mormons and Brigham Young in reference books. Discuss the contributions that the Mormons made to Utah and the West.
7. Find information about Salt Lake City, Utah. Give a report about the Mormon Tabernacle or the Seagull Monument.

#### **Books to Read**

American Heritage. *The California Gold Rush.*

McNeer, May. *The Story of The Southwest.*  
Wellman, Paul I. *Gold in California.*



## ANOTHER LOOK AT UNIT 5

### Make a Map

Form a committee to draw a large outline map of the United States for display. Choose six colors and use one to stand for each territory added to the United States. Using this list, locate and name the states formed from each territory: territory gained through the Treaty with England, 1783; Louisiana Territory, 1803; Florida, 1819; Texas, 1845; Oregon Country, 1846; Mexican Territory, 1848. Add a color key to the map.

### Dramatize a Scene

Form a committee to plan a program for the class. Have the members dramatize a scene of pioneers around a campfire. Tell stories, sing songs, and do a square dance.

### Prepare a Book Report

Give a summary of one of the books that you read as you studied Unit 5.

### Learn about Painters

George Caleb Bingham painted pictures of early American scenes. Read about this painter and report on his work. Try to find prints of some of his art to show. You will find one on page 201.

### Famous Names in History

Make a list of the famous people who are mentioned in Unit 5. After each name, write important facts about the person.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line and prepare a report about it.

1775 Boone started Boonesborough

1787 Northwest Ordinance

1792 Kentucky entered Union

1796 Tennessee entered Union

1800

1803 Ohio entered Union / Louisiana Territory purchased

1805 Lewis and Clark reached Pacific Ocean

1806 Pike explored Louisiana Territory

1811 Astoria trading post begun

1819 Florida purchased from Spain

1821 Mexico won independence from Spain ★

1825 England permitted emigration ★

1830 Death of Bolívar, South America's Liberator ★

1831 First railroad, United States

1833 England ended slavery in colonies ★

1834 Missionaries settled in Oregon

1836 Texas won independence from Mexico

1843 First large wagon train reached Oregon

1845 Texas entered Union

1846 England ended claim to Oregon

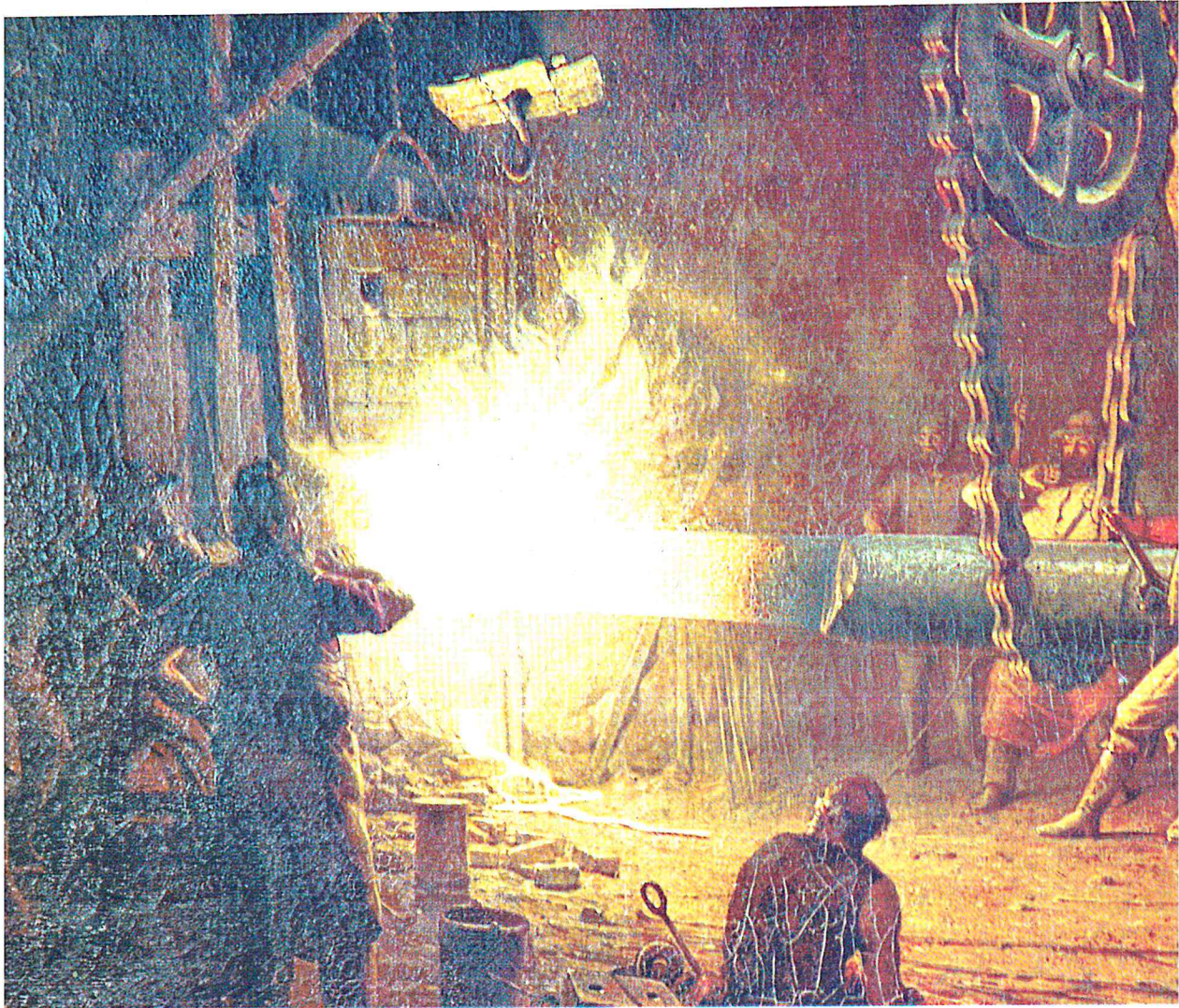
1847 Mormons settled in Utah

1848 Mexican War ended / Gold discovered in California

1850 California entered Union

1853 Gadsden Purchase





# UNIT 6

## THE NATION WAS TESTED

**UNIT THEME:** War and new industries made America a nation of farms and factories.





**The workmen shown here are pouring melted metal in a New York ironworks. The picture was painted in 1865, just when the United States started to become an industrial nation.**

As the second half of the 1800's began, the United States faced the danger of division. Disagreements with the North over slavery, tariffs, and other problems caused the Southern states to leave the Union and establish their own government. The Civil War resulted.

After the North won the war and the Union was restored, Americans settled the Great Plains and the region west of the Rocky Mountains. At the same time, many factories were built, transportation was improved, and natural resources were used to produce iron, steel, oil, and electricity. People moved from farms to cities to seek jobs; many others came from foreign countries to live in America and work in mines, shops, and factories.







## CHAPTER 20

# THE NATION ESCAPED DIVISION

On what questions did people of the North and the South disagree? Who were the important leaders of the nation, and what did they say about the questions that divided America? Why did the disagreements lead to war? This chapter answers these questions.

### WAYS OF LIVING BROUGHT DISAGREEMENTS

During the years before 1850, two main sections of the nation developed in different ways. One of these sections was the North; the other was the South. The

**Abraham Lincoln, with his wife and sons Tad and Robert (in uniform). Another son, whose picture is on the wall, died at the age of 12.**

North included the states that had been the New England Colonies and the Middle Colonies, as well as the states formed from the Northwest Territory, north of the Ohio River. The South included the states that had been the Southern Colonies, Florida, states south of the Ohio River, and some of the states formed from land west of the Mississippi River.

Ways of living in the North were different from those in the South. Although most people in the North were farmers, many others made their living by fishing, trading, and building or sailing ships. Some people worked in factories. The North had many teachers, ministers, lawyers, and doctors.

The South, of course, also had lawyers, doctors, teachers, and ministers, as well as some traders and storekeepers.



But, because of the rich soil and the mild climate, almost all of the people made their living by farming. Many important Southerners owned great plantations where such crops as cotton and sugar were grown for market. These plantations used Negro slaves to do the work, while in the North, crops were grown on small farms where the father, mother, and children did the work.

### **The North and the South Disagreed About Taxes and Slavery**

Because of the different ways of making a living in the North and the South, people of the two regions disagreed on some questions. For example, they disagreed about a tax on manufactured goods brought into the United States from some other country. Such a tax is called a tariff.

Goods made in European factories and sent to the United States quite often cost less to buy than goods made in American factories. Factory owners in the North wanted a high tariff on goods made in Europe. Then European goods would cost more, and people in the United States would buy American products.

There were few factories in the South. Southerners sold many crops in England, and they wanted to buy cheap manufactured goods from there. They did not want a high tariff on European goods.

Although the South protested, Congress placed high tariffs on many products that were made in Europe. These tar-

iffs helped factory owners in the North.

The North and the South also had different ideas about slavery. After the War for Independence, slaves were gradually freed in the North. Many people in the South thought that slavery would disappear there too. Instead, it became more firmly established.

In England, machines were invented to make it easier to manufacture cotton cloth. Factory owners wanted more cotton, which grew well in the South. At first, plantation owners could grow little cotton because of the time and work needed to remove the seeds by hand so that the cotton could be made into thread. Then, in 1793, a machine was invented that caused great changes in the South. This was the cotton gin, invented by Eli Whitney.

The cotton gin quickly removed seeds from cotton. Southerners now grew more and more cotton to sell in England and to factories in the North. They needed more and more slaves; without them, Southerners said, they could not grow crops. They were willing to pay good prices for slaves brought from Africa and for those who had been born in America.

In the cotton fields, Negro slaves worked from dawn until dark. They had to prepare the soil, plant and hoe cotton, and later pick it and carry it to the gin.

Although slaves were important to the South, only about one-third of the families in that region owned any. Only a few thousand plantations had over fifty



slaves each. However, the men who owned many slaves were rich and important, and they were leaders in the South.

### **Northerners Opposed Slavery**

As time passed, some people in the North began to say that slavery was wrong. They were called abolitionists because they wished to abolish, or do away with, slavery. Abolitionists thought it was their duty to work and to speak against slavery. They helped slaves to escape from the South.

William Lloyd Garrison was one abolitionist leader. He spoke out against slavery in his newspaper, the *Liberator*. Theodore Weld, a minister, was another important leader of the abolitionists.

Some abolitionists were Negroes. Sojourner Truth, who escaped from slavery, made speeches against it in many parts of the North. Harriet Tubman, who also escaped from slavery, risked her freedom many times by returning to the South to help other Negroes escape. Frederick Douglass spoke against slavery and wrote articles against it in his newspaper, the *North Star*.

Slaves longing for freedom welcomed the aid of abolitionists. Escaping from plantations and guided by abolitionists, they journeyed north by night in wagons and on foot. During the day they were hidden in homes and barns along the way. When they crossed the Ohio River, they were free. Some Negroes continued on to Canada.

Southerners grew angry at abolition-

ists. They accused them of stealing valuable property. Southerners tried to recapture Negroes who had escaped, and sometimes they succeeded.

Escaping from slavery was only one way that Negroes became free. A few were able to buy their freedom, and free Negroes earned money to buy freedom for relatives and friends. Many were freed from slavery by their owners.

By 1860, there were nearly 500,000 free Negroes in the United States. They lived in both the North and the South. About 4,000 lived in California, where they had gone to mine gold.

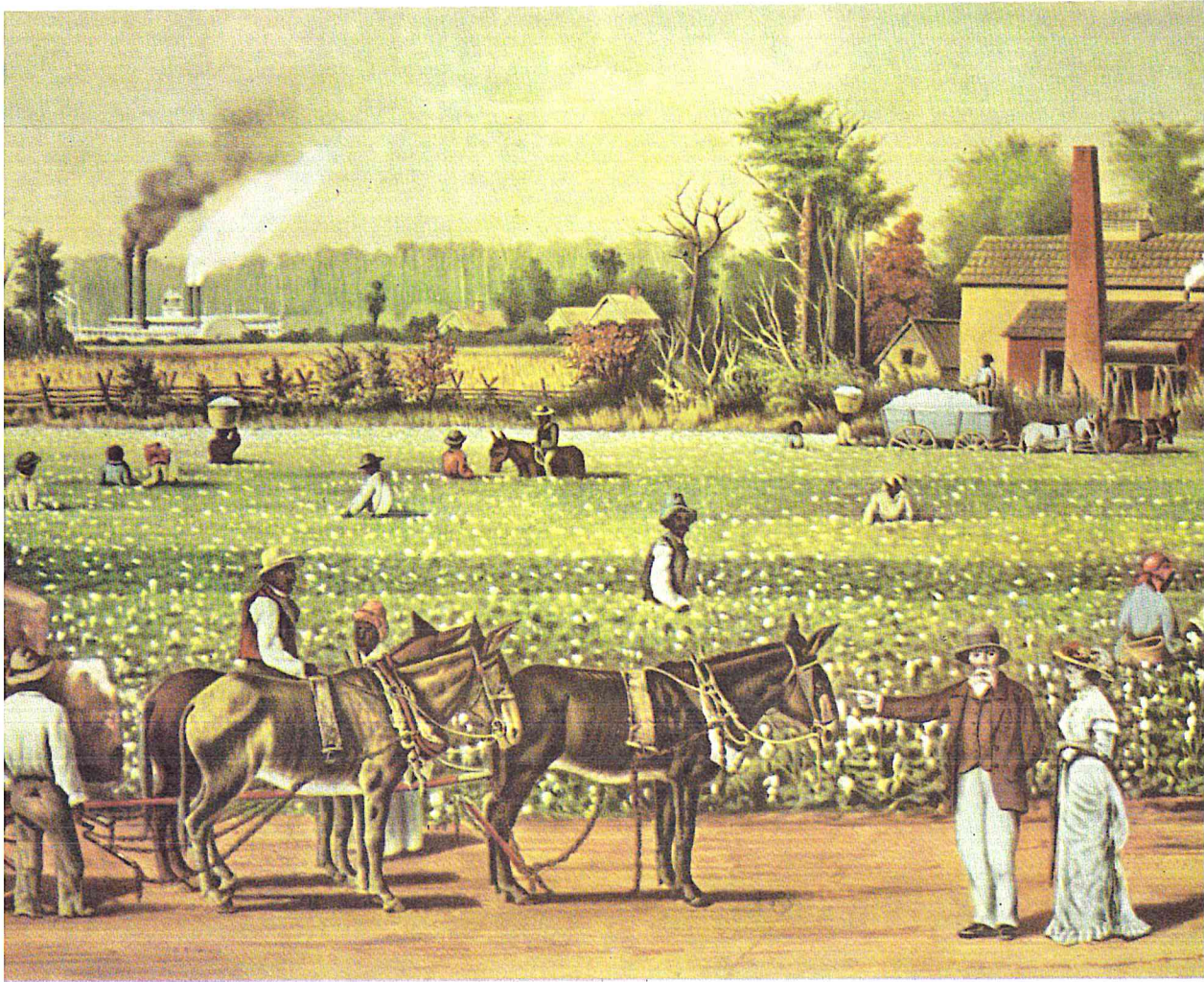
Some free Negroes became farmers. Others made their living as carpenters, sailors, or bricklayers. Still others became teachers or owners of small shops.

In the 1820's and the 1830's, many Southerners believed that slavery was wrong, but they said they did not know how to get rid of it. Later, as abolitionist protests against slavery grew louder, Southerners began saying that slavery was right. They worked to keep it, and they tried to spread it into new states that entered the Union.

### **Agreements Were Made**

Northerners tried to stop the spread of slavery. The first important attempt to do this was made when Missouri, a part of the Louisiana Territory, asked to be admitted to the Union. People of the North insisted that Congress pass a law refusing to take Missouri into the Union until the people of Missouri would prom-





Slaves on a plantation picking cotton. A cotton gin is in the building at right.

ise to keep slavery out of the new state.

The problem of Missouri was settled by a compromise, an agreement in which each side gives up part of what it wants. This was called the Missouri Compromise. In 1820, Congress passed a law admitting Missouri to the Union and allowing people to take slaves into the state. But the same law also said that Maine could come into the Union as a free state—that is, without slavery. In

addition, the law said that no other state should be taken into the Union as a slave state if it lay north of Missouri's southern boundary. Both sides gained something and gave up something by the Missouri Compromise.

In 1850, a new quarrel arose. The question this time was whether Congress should allow Southerners to take slaves into the territory that the United States won as a result of the war with Mexico.



Again, the question was settled by a compromise. According to the Compromise of 1850, California came into the Union as a free state. The people of the territory that included New Mexico and Arizona could decide later whether to allow or to prevent slavery. No slaves could be bought and sold in the nation's capital at Washington, D.C. Congress also passed a law giving government officials the right to capture slaves who escaped from the South.

### **Three Great Leaders Argued the Slavery Question**

The Compromise of 1850 was debated in the United States Senate. Three great members of the Senate who had held government offices for forty years made important speeches during the debate. These senators were friends, but they did not always agree with one another. They did not agree in 1850. Henry Clay of Kentucky and Daniel Webster of Massachusetts spoke in favor of compromise; John C. Calhoun of South Carolina spoke against it.

Henry Clay was born in Virginia the year after the signing of the Declaration of Independence. He had little time to go to school as a boy, but he liked to study. He read many books, gave himself a good education, and became a lawyer. Later, he moved to Kentucky. In a short time it seemed that everyone in Kentucky knew and respected Henry Clay. Voters from Kentucky elected him to the legislature to make laws for the

state, and later they elected him to Congress to make laws for the nation.

Henry Clay loved the Union and worked to make it strong. When the North and the South quarreled about slavery in Missouri, he helped to keep peace by urging Congress to pass the Missouri Compromise of 1820. When the quarrel over slavery seemed about to destroy the Union in 1850, Clay worked out the Compromise of 1850. That is why he was called "The Great Peacemaker."

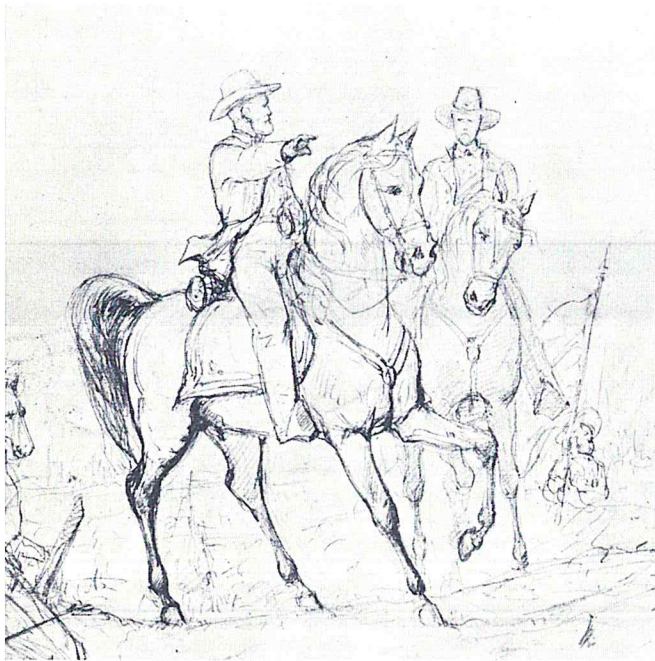
Daniel Webster was known throughout the nation as a great orator. An orator is a speaker who makes forceful, moving speeches.

Webster was born on a small farm in New Hampshire, the ninth child in a family of ten. He was not a strong boy but he had a bright mind, so his father decided to send him to school and to college instead of letting him work on the farm. After graduating from college, Webster became a lawyer.

While Webster was still a young man, New Hampshire elected him as a representative to Congress. Later he moved to Boston, and Massachusetts sent him to Congress. Then he was elected a senator from Massachusetts. In the Senate, Webster made his greatest speeches.

When Clay proposed the Compromise of 1850, Daniel Webster strongly urged the Senate to vote for it. He feared that the North and the South would break apart and destroy the Union if the Compromise were not accepted. He knew





**Ulysses Grant (left) and William T. Sherman**  
were the North's leading military commanders.

that many people in Massachusetts and throughout the North would be angry with him because of his speech. He knew that they might even try to remove him from office. But that did not stop him from speaking. "I wish to speak," he said, "not as a Massachusetts man, nor as a Northern man, but as an American. I speak for the preservation of the Union."

John C. Calhoun, the third of the three great men who spoke about the Compromise of 1850, was born in South Carolina. He went to Yale College and after that he studied law. Calhoun was

a good lawyer, but he spent most of his life holding offices in the government.

Calhoun loved the South and South Carolina. He feared that the North might try to end slavery, and that ending slavery would ruin the South.

The speech Calhoun made against the Compromise of 1850 was his last great effort. He was worn out, tired, and sick. He was so weak that he could not stand in the Senate to deliver his last speech. A friend read it for him as he sat sadly by. When it was over, Calhoun returned home, and three weeks later he died. Within a few years, his two friends, Webster and Clay, also died.

## THE UNION WAS IN DANGER

Although Congress agreed to the Compromise of 1850, the quarrel between the North and South did not end. In the next ten years, the quarrel became more and more serious.

Some men turned to fighting with guns, which only made matters worse. In the Kansas and Nebraska territory, fighting broke out between those who wanted to bring slaves into the territory and those who wanted to keep them out. An abolitionist named John Brown went to Virginia and tried to give guns and knives to slaves so that they could break away from their owners. John Brown did not succeed, but the nation became like a barrel of gunpowder, needing only a spark to explode it.

That spark came in 1860, when Abraham Lincoln was elected President.



The quarrel quickly developed into a war. The South believed that Lincoln's election meant that the North would control the nation and that the South, therefore, was doomed.

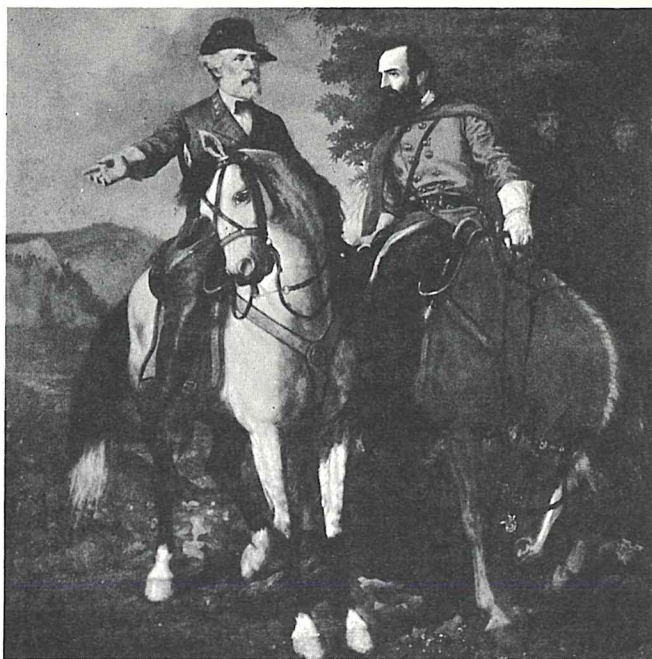
Lincoln belonged to the Republican party, which had been formed only a short time before 1860. The Republican party was determined to stop the spread of slavery.

Soon after news came that Lincoln was elected, the states of South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas seceded from the Union. That is, they said they were no longer a part of the United States. Later, Virginia, North Carolina, Tennessee, and Arkansas also seceded. These eleven states formed their own union, the Confederate States of America.

The Southern states believed that they had the right to withdraw peacefully from the Union. The people of the North, and even some people in the South, did not believe a state could secede from the United States of America. They said that the Union had been established to last forever, and that once a state joined the Union, it could not leave.

The question facing President Lincoln was: Shall the Southern states be allowed to withdraw from the Union? His answer was No. This answer meant war.

The war that followed is called either the Civil War, which means a war among the people of one nation, or the War Between the States. But by what-



**Robert E. Lee (left) and Stonewall Jackson led the South to its most important victories.**

ever name it is known, it was the greatest tragedy in the country's history. Before it was over, 600,000 young Northerners and Southerners had died in battle or from disease in army camps.

### **Abraham Lincoln Led the North**

In the North, President Lincoln stood high above all the other leaders. General Ulysses S. Grant and General William T. Sherman were the North's best army leaders.

President Lincoln was one of the world's great men. He was born in Kentucky on February 12, 1809. From



the time of his birth until he was nearly a grown man, he was poor.

In all of his life Abraham Lincoln went to school barely six months. Like Benjamin Franklin and many other early Americans, he educated himself. He borrowed books and studied them by the flickering light of a fireplace.

Abraham Lincoln taught himself to be a lawyer and went to live in Springfield, Illinois. He was a tall, lanky, sad-faced young man, but he had a way of making people like him. They liked him because he was kind and gentle and had a good sense of humor. Lincoln became a successful lawyer and a popular man. He was elected to Congress from Illinois in 1846, but he did not run for re-election. However, in 1860 he became the Republican party's candidate for President, and he was elected.

Lincoln loved the Union. He did not believe that a state had the right to leave it. War between the North and South began when Confederate soldiers attacked Fort Sumter in Charleston harbor, on April 12, 1861. Then President Lincoln called on the North for soldiers to help save the Union.

General Grant and General Sherman graduated from West Point Military Academy, where army officers are trained. Both were officers during the war with Mexico. Both left the army afterward and went into business. When the Civil War began, the two men joined the Union army. Later on in the war, Grant became commander of all the

Northern armies, and Sherman was his ablest assistant.

### **The South Had Strong Leaders**

Jefferson Davis of Mississippi was chosen to be the president of the Confederate States. Like Lincoln, he was born in Kentucky, and the two men were about the same age. Like Grant and Sherman, Davis graduated from West Point, and was also an officer in the war with Mexico. Davis owned a plantation in Mississippi, and had served as Secretary of War and as a senator from Mississippi.

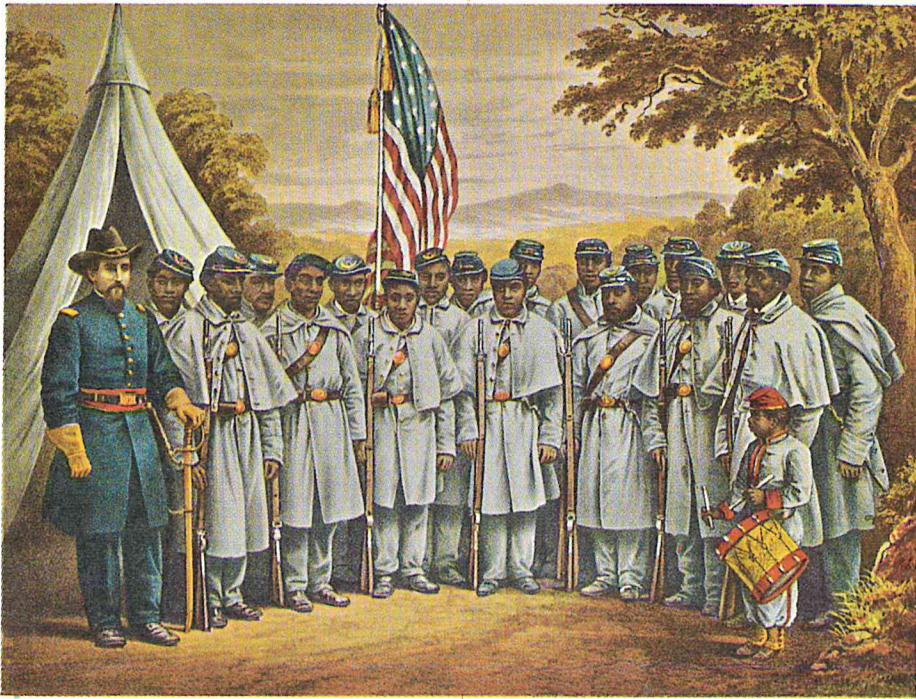
The best-loved man from the South was General Robert E. Lee. His family was one of the most famous in Virginia. His father, Henry Lee, had been one of Washington's best officers in the War for Independence.

Robert E. Lee was trained for the army at West Point. Like Grant and Sherman, he had his first important army experience in the war with Mexico. But, unlike them, Lee did not leave the army after the war was over. He remained to make the army his life work.

When the war began, Lee was greatly distressed. He loved the Union and did not want to see it broken up. At the same time, he loved his state of Virginia and believed that it was his duty to serve it. President Lincoln offered to make him commander of the Union army, but Lee decided to leave the United States army and to join the Confederate States.

General Lee was commander of the Army of Northern Virginia, one of the





**This print was made to encourage Negroes to join the Union army. Over 300,000 Negroes served the Union during the war. They fought in many important battles.**

two main Confederate armies. Near the end of the war he became commander in chief of all the Southern forces. He proved himself to be one of the world's ablest generals. It was largely due to his great skill that the South was able to carry on the war for four years.

Lee's right-hand man during the first half of the war was General Thomas J. Jackson. In the first battle of the war, a Southern officer said: "There stands Jackson like a stonewall," and the name stuck. He is known in history as "Stonewall" Jackson.

Lee depended on Jackson to march rapidly and strike hard with his soldiers, and Jackson helped Lee to win some of

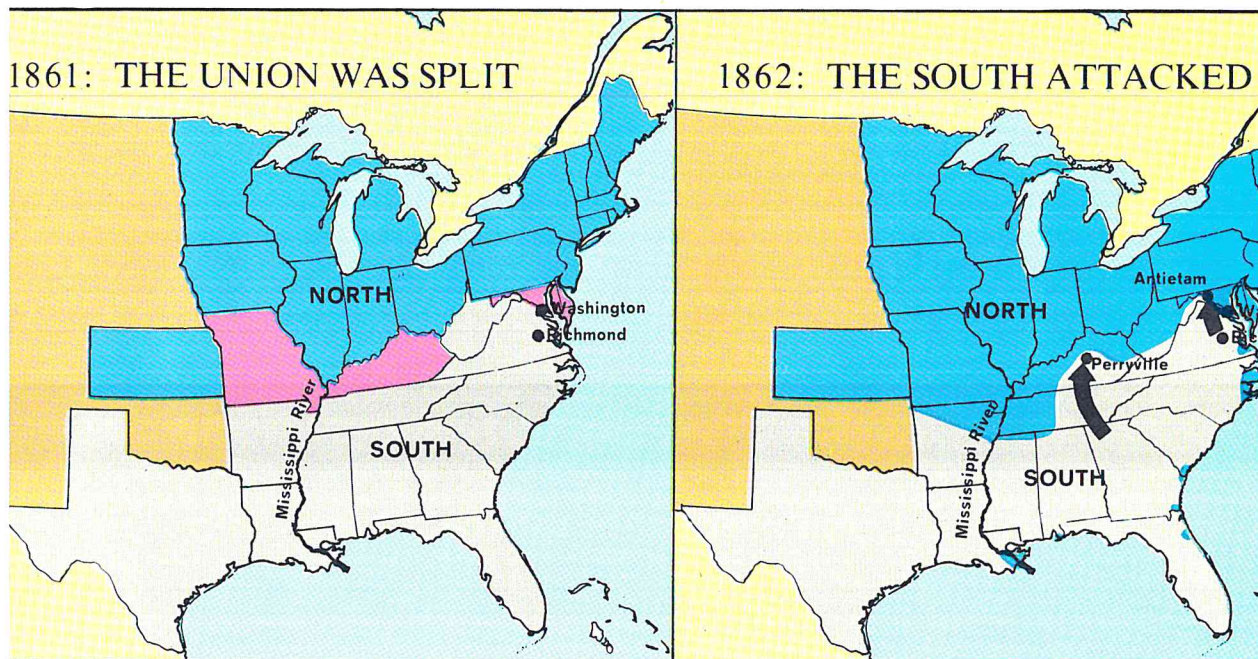
the most important battles of the war. In 1863 Jackson was accidentally shot by some of his own men. When Jackson died, Lee said: "I know not how to replace him." And the truth is that Lee never did find another general who could carry out his orders as successfully as Jackson had done.

## THE UNION WAS SAVED

The North was stronger than the South, and it grew even stronger during the war. In the first place, more than twenty-one million people lived in the North; only nine million people lived in the South, of whom more than a third were slaves.

The North also had a navy to use





The states in pink are, from left to right, Missouri, Kentucky, Maryland, and Delaware. On the boundary between the North and the South, they were undecided about joining the Confederacy. They finally remained in the Union.

The South came close to winning its independence in the fall of 1862, when its soldiers invaded Northern territory. But the Confederate armies were halted in battles at Perryville in Kentucky and at Antietam in Maryland.

against the Confederate States, and more factories to make clothing, guns, and war equipment for its soldiers and sailors. In addition, it had more railroads to transport men and supplies to where they were needed.

The South had two important advantages. It did not need to attack the North. Instead, the South had only to defend itself, and in war fewer men and less equipment are needed to defend than to attack. To win the war and save the Union, the North had to attack the South. Secondly, at the beginning of the war, the South had the best army leaders.

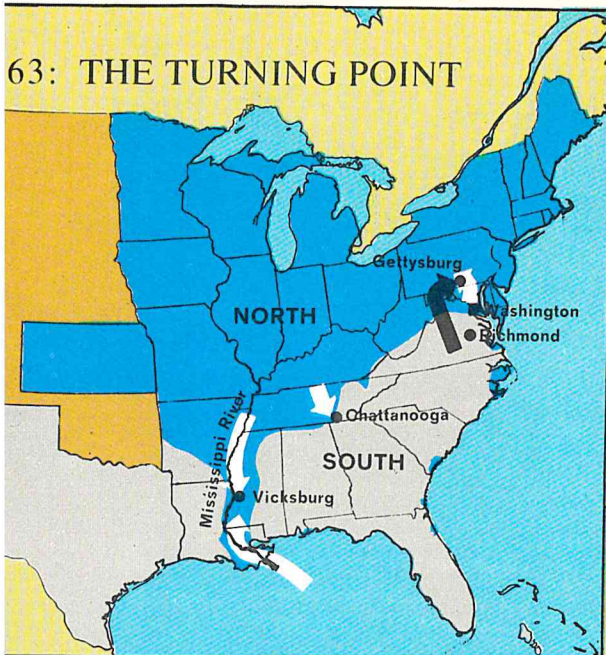
The North placed warships all along

the Southern coast, from Virginia to Texas. These ships were a blockade. They were like a wall that kept ships from going in or out of Southern ports. The blockade prevented the South from sending cotton to Europe and from buying the cannon, rifles, medicines, and other supplies from Europe that it badly needed. In the first years of the war, the blockade did not work well, but each year it became better. The blockade helped the North to win the war.

The Northern armies next tried to divide the South. First, they captured the strong Southern forts along the banks of the Mississippi River. This



## 63: THE TURNING POINT

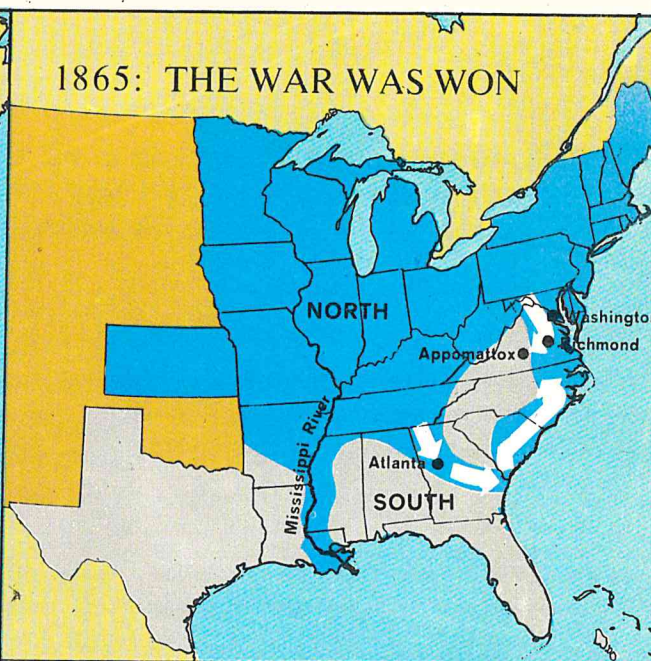


The South was doomed when Lee lost at Gettysburg, Pennsylvania, and when a Union army and navy took Vicksburg and the Mississippi. Then the North captured Chattanooga, Tennessee, and prepared to invade the deep South.

hard task was finished in July, 1863, when General Grant captured Vicksburg, Mississippi. His victory cut off Arkansas, Louisiana, and Texas from the rest of the South.

A second step was to defeat Lee's Army of Northern Virginia. This did not prove easy to do. In 1862, Lee defeated General George B. McClellan when he tried to capture the Confederate capital of Richmond, Virginia. Lee then invaded the North, but was halted at the fierce Battle of Antietam (an'tē'təm), in Maryland. In 1863, back in Virginia, Lee defeated General Joseph Hooker at Chancellorsville, even though the Union

## 1865: THE WAR WAS WON



Grant advanced in Virginia and forced Lee to defend the Confederate capital of Richmond. Sherman took Atlanta, marched through Georgia, and then moved into South Carolina and North Carolina. The war ended at Appomattox.

army outnumbered his own two to one.

Encouraged by the victory at Chancellorsville, Lee moved northward again, into Pennsylvania. His aim was to carry the war to the North and force Lincoln to accept Southern independence. He believed that the North was tired of the war and wanted it to end.

Lee's army met its match in July, 1863, in a famous battle at Gettysburg, Pennsylvania. The battle lasted three days. Lee's army attacked the Union troops under General George Meade, but failed to defeat them. Lee had to return to Virginia.

The Union victories at Vicksburg and



**This painting shows a fierce Southern attack during the Battle of Gettysburg in 1863. The Northern soldiers are wearing blue uniforms.**

at Gettysburg both occurred in July, 1863. They marked the beginning of the end for the Confederacy. In 1864, General Sherman captured Atlanta, Georgia, and then marched eastward to the Atlantic coast. Sherman's army destroyed factories, railroads, bridges, and all sorts of property. His purpose was to ruin Georgia, so that it could not send supplies to the remaining Confederate armies.

By 1864 General Grant had been placed in command of the Union armies. He gradually forced Lee back. Grant lost thousands of men; after each battle he called for more men and attacked again. Lee also lost many men. With his army weakening and his supplies reduced by Sherman's march across Georgia, Lee finally was forced to surrender to Grant on April 9, 1865, at Appomattox (ap'əmat'əks) Court House in Virginia. The Union was saved.

## THE NATION GREW STRONGER IN PEACE

President Lincoln did not want to punish the South. He thought that the South had suffered enough in four years of war. Lincoln worked out a plan to have all the seceded states take their places in the Union again as quickly as possible.



There were a number of people in the North who believed that the South had not suffered enough. Some members of Congress wanted to punish the South.

A terrible crime prevented President Lincoln from carrying out his plan for peace. Only a few days after Lee's surrender, as Lincoln was sitting in a theatre in Washington, an actor named John





Wilkes Booth slipped up behind the President and killed him.

With Lincoln dead, Congress soon passed a number of laws to punish the South. One of these laws took the right to vote away from most Southern white men. Another law sent Union soldiers into the Southern states to serve as policemen to make the South obey the

laws. For several years the Southern white people did not have the right to elect their own officers and to make their own laws. However, these rights were finally restored.

The years after the war were hard for the South. During the war the South had been badly damaged by the fighting. Crops were ruined. Houses were burned.



Railroads were torn up. Trade stopped.

After the war, plantations were broken up. There was very little money. As the years passed, times slowly grew better. The South began to build factories. More railroads were built. There were better schools. The new South became more prosperous than the old South.

Northerners and Southerners came to understand each other's problems better. Following the war, a magazine in the North stated: "Men of the South, we want you. We wish to see your cities thrive, your homes happy, your schools overflowing, your wisest statesmen leading you and all memories of discord wiped out forever."

### **Slavery Was Ended**

During the war, Lincoln had written the Emancipation Proclamation, a paper that said that all slaves in the South were free. Later, the Thirteenth Amendment to the Constitution freed slaves everywhere in the nation.

Other amendments to the Constitution gave Negroes additional rights. The Fourteenth Amendment made them citizens, and the Fifteenth Amendment gave them the right to vote.

The freed Negroes faced many problems, one of which was finding jobs. Many could earn their living only by farming, because they had no other skill, but few owned land or had enough money with which to buy it. Some worked on other men's farms and received daily wages for their work. Oth-

ers rented a small amount of land and a house in which to live from the owners of plantations. To pay for the land and the seeds and the tools they used, these farmers gave the owners a share of the crops they grew.

Some Negroes went to live in cities in the South. Later, many moved to cities in the North to find work in factories.

Besides jobs, Negroes also needed education. Men and women from the North moved to Southern states to start schools and help Negroes to learn to read and write. Schools for Negroes were also established in the North, and Negroes attended public schools in both the North and the South.

Some schools for Negroes in the South later became famous colleges. Among them were Fisk University in Tennessee, Hampton Institute in Virginia, and Tuskegee Institute in Alabama.

In addition to schools, certain organizations were begun especially to help Negroes. One of these was the National Association for the Advancement of Colored People. This organization, which is often called the N.A.A.C.P., was formed in 1909. One purpose of the N.A.A.C.P. was to work for a better understanding of Negroes and their problems. Another purpose was to work against segregation, that is, laws and customs that kept Negroes separated from other races in trains and buses, in depots, hospitals, and public schools, and in certain places of business.

Another important organization was



the National Urban League, which was begun in 1911. Its main purpose was to help solve the problems of Negroes who lived in cities.

Many Negroes worked to make their lives better and to help build a stronger America. In time, Negroes became important teachers, doctors, scientists, athletes, musicians, and lawyers. But the road to freedom has been long and hard.

### The Main Points in This Chapter

1. Different ways of living developed in the South and in the North; as a result, the two parts of the nation disagreed on such questions as the tariff and slavery.
2. The election of Abraham Lincoln as President in 1860 led to war because the people of the South believed that the North would control the national government.
3. The Union was saved when the North won the Civil War with the Confederate States.
4. The war ended slavery in the United States; Negroes were made citizens and given the right to vote.
5. Friendship between the North and the South was slowly restored.
6. Freed Negroes sought education and jobs; organizations were formed to help them and to fight segregation.

### What Comes Next in the Story

With the American nation once again at peace, the American people settle the last West.

### TO HELP YOU UNDERSTAND

1. Show that you understand the meaning of these words by using each in a sentence: compromise, secede, Republican, blockade, emancipate.
2. Make a chart of "Differences between the North and the South." Head one half "The South" and the other "The North." Under each head, list information in three columns: "States," "Occupations and Industries," "Leaders." Display the chart for the class to discuss.
3. Read a book about the life of Abraham Lincoln. Give an oral report on the part of his life that interests you the most.
4. Report on the United States Military Academy at West Point. Use reference books for information. Locate West Point on a map. Mention the famous Civil War leaders who attended the academy.
5. Discuss how news reached people on the day President Abraham Lincoln was assassinated and on the day President John F. Kennedy was assassinated.

#### Books to Read

American Heritage. *The Battle of Gettysburg.*

Aulaire, Ingri and Edgar Parin d'. *Abraham Lincoln.*

Davis, Burke. *Appomattox, Closing Struggle of the Civil War.*

Judson, Clara Ingram. *Abraham Lincoln, Friend of the People.*

Latham, Jean Lee. *Man of the Monitor, The Story of John Ericsson.*







## CHAPTER 21

# THE LAST WEST WAS SETTLED

What territory was included in the last West?

Why was this region settled late in our country's history?

Who settled the last West?

What changes and inventions made settlement possible?

This chapter answers these questions.

### GEOGRAPHY DISCOURAGED SETTLEMENT

During the years between 1865 and 1900, the region that is often called the last West was settled. The region has been

**Texas cowboys fire their guns to drive wandering cattle back to the range. Cattle raising was once the biggest business on the Plains.**

given this name because it was the last part of the West into which settlers moved. In the geography of the nation, the region is known as the Great Plains and the Great Basin.

The Great Plains stretch from Canada to Mexico and from the Rocky Mountains eastward to within 200 miles of the Mississippi River. The Great Basin lies beyond the Rocky Mountains.

Today many states are a part of the last West. In the Great Plains region they include North Dakota and South Dakota, Nebraska, Kansas, Oklahoma, Colorado, Wyoming, Montana, and part of Texas. The states of Idaho, Utah, Arizona, New Mexico, and Nevada lie within the Great Basin.

Most parts of the last West were settled late in our country's history.



California came into the Union in 1850, and Oregon became a state in 1859. However, Montana did not become a state until 1889, and Oklahoma did not enter the Union until 1907, more than a half century later than California.

Zebulon Pike and other men, including fur trappers, explored the Great Plains long before the Civil War began. As pioneers from Kentucky, Ohio, and other states moved west to California and Oregon, they crossed the Great Plains, but few of them settled there. Why did pioneers travel 2,000 miles to California and Oregon when the Great Plains region was so much closer?

The answer is that people did not believe that they could make a living on the Great Plains. That land was much different from any they had seen before. They were used to trees and a good supply of water in most of the land east of the Mississippi River. The Great Plains had few trees, and water was scarce because there was little rainfall. For pioneers who needed trees for fuel and to make homes, and water for themselves and their animals, the Great Plains region was a disappointment. Except for the Mormons, who settled in Utah, pioneers moving west crossed the Great Plains and the Great Basin as quickly as they could. Some government officials and some newspapers said that the region was worthless. They called it the "Great American Desert."

Yet, after the Civil War, the last West was settled. The geography of

the region remained the same, of course. But pioneers found ways to solve the problems caused by the lack of rainfall, water, and trees. They found ways to make a good living.

## THE LAST WEST WAS SETTLED SLOWLY

The settlement of the last West did not take place all at once. Instead, it came in stages. At each stage, some people became discouraged and left the region, while others decided to remain. Each time, the number that stayed became larger. By 1900, seventeen million Americans lived in the Great Plains and the Great Basin region.

### Miners Were the First Settlers

The first pioneers did not go to the last West to farm the land. Instead, they went to mine silver. During this stage of settlement, men had dreams of riches. Although most of these dreams ended in failure, the hope for quick wealth brought settlers.

Large deposits of silver are called lodes, and they were found in Colorado, in South Dakota, and in Nevada. The greatest discovery was the Comstock Lode, which was also called the "Bonanza." It was made in Virginia City, Nevada, in 1873, and it was the richest discovery in the history of mining. The Comstock Lode brought huge fortunes to the men who developed it.

Certain facts about silver mining in





**In the days before railroads, most western travelers used stagecoaches. Coaches like this one, shown in Salt Lake City, Utah, in 1862, were built in New Hampshire.**

the West are especially interesting. Most men soon found that they had little success even if they discovered silver, for they were able to mine only a small amount of it by using picks and shovels. Gold miners obtained gold from streams or by digging in the earth. To be successful in silver mining, men had to work with machinery because of the way silver lay in the earth and the way it was often mixed with other minerals. Money was needed to buy machinery and drills. Many of the machines had been invented only a few years before the silver was discovered. Men could not have been successful in mining silver in the West at an earlier time.

When a mining boom began somewhere in the last West, men rushed to

the location. When the boom stopped, most of them moved on, leaving a small group of settlers who continued to live there. Families had not yet come to the region.

### **The Indians Were Defeated**

After the miners, ranchers moved to the last West. They found that enough short grass grew in clumps on the Plains to enable them to raise large herds of cattle. The cattlemen built homes and brought their families to live on the Plains. They established towns and law and order.

In order for the cattlemen and their families to live safely, the Indian tribes that ruled the Plains had to be defeated. The Indians of America had been pushed



westward by white settlers since the first settlement at Jamestown. By 1850, settlers wanted the Great Plains, the only land left where Indians could hunt.

The Indians of the eastern United States had always traveled on foot or by canoe. There were few rivers and streams on the Great Plains, and the Indians there used horses for transportation. Horses, as you remember, had been brought to America by the Spanish.

The Plains Indians were skillful riders, and they used horses for travel, for hunt-

ing, and for fighting. An artist named George Catlin described the skill of Indians on horseback.

"Amongst the Indian's feats of riding," Catlin wrote, "there is one that has astonished me more than anything of the kind I have ever seen, or expect to see, in my life. He is able to drop his body upon the side of his horse, perfectly screened from his enemy's weapons. He will hang there while his horse is going at fullest speed, carrying with him his bow and his shield. He will then shoot arrows at his



**This Indian buffalo hunter was such a skillful horseman that he needed no saddle.**



enemy over the horse's back or under the horse's neck."

So long as the cattlemen and other white men had only a single-shot gun, they had little advantage over Indians in weapons. The Indians practiced shooting bows and arrows on horseback. Often they were able to shoot so swiftly as to have several arrows in the air at once.

Then a repeating rifle was invented, one that could shoot many times without reloading. The repeating rifle and the

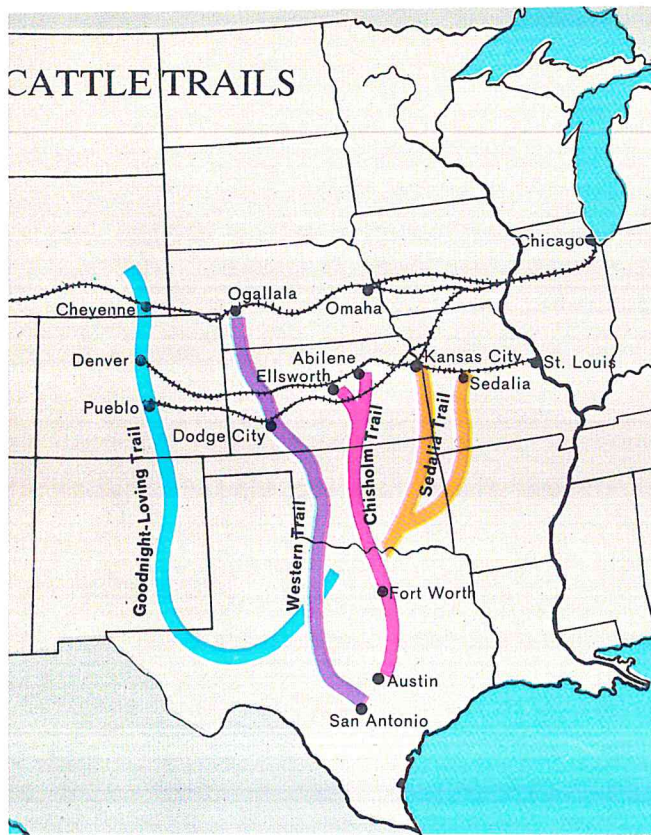
Colt revolver, which held six bullets, gave the cattlemen and other white men an advantage over even the most skillful Indian warriors. Equally important, repeating rifles were used to kill buffalo, the chief food supply of the Indians.

In one short period, between 1872 and 1875, more than four million buffalo were killed. The buffalo were killed for their hides, not their meat. The meat that could have provided food for Indians was wasted. In 1850, more than fifty million buffalo roamed the Great Plains; by



Army cavalrymen use repeating rifles to fight off an attacking Indian war party.





Texas cattle were driven on these trails to cattle towns, then shipped east by railroad.

1885, the buffalo herds were destroyed.

Slowly, the Indians of the Great Plains were defeated. One by one, great Indian tribes such as the Cheyenne (shī'en'), the Arapaho (ä rāp'ä hō'), the Sioux (sü), the Kiowa (kī'ō wä), and the Comanche (kə man'chi) stopped fighting. One brave leader, Chief Joseph, spoke for many of the Indians: "I am tired of fighting. It is cold and we have no blankets. The little children are freezing to death. Hear me, my chiefs, my heart is sick and sad. From where the sun now stands I will fight no more against the white man."

## Cattlemen Ruled the Great Plains

In the 1870's and the 1880's, the cattlemen were the most important settlers on the Great Plains. Most of the stories about cattle drives, cowboys, and rough frontier towns that are read today took place during this time.

Cattle had been raised in western Texas even when that region belonged to Mexico. After Texas became a part of the United States, the cattle that were brought to Texas by American pioneers were mixed with the Mexican cattle. This mixing produced stronger animals, and the number of cattle increased. By 1865, there were six million head of cattle in western Texas.

Before 1865, Texas cattle were seldom sent to Eastern markets. After 1865, this situation changed. Cities in the North were growing larger, and as their population increased, they needed large supplies of meat. At the same time, the Texas cattlemen wanted markets.

Because there was no better or cheaper way to take the cattle to market, the cattlemen drove their herds north, toward a railroad. The railroad then carried the cattle to St. Louis or Chicago or other cities that became meat-packing centers.

Cattle towns grew up where the cattle drive met the railroad. The first of these cattle towns was Abilene (ab'əlēn'), Kansas. Later, as railroad tracks were built farther west, Ellsworth and Dodge City, also in Kansas, became cattle towns.





**The cowboy's life was a hard one, especially in the winter. These range-riding cowboys are preparing a hot meal during a blizzard. Behind them is a chuck wagon.**

Before Abilene was selected as a place to bring cattle from Texas, the town consisted of a dozen log huts. When Abilene became the end of the cattle drive, it became a booming town. Many of the well-known Westerners, such as Wild Bill Hickok, the marshal of Abilene, became famous in story and legend as part of the life of cattle towns.

A number of cattle trails led from Texas to settlements on the railroad. One of the most famous was the Chisholm (chiz'əm) Trail, shown on the map on the previous page. A man described

the trail as a "chocolate band amid the green prairies, uniting North and South. As the marching hoofs wore it down and the wind blew and the water washed the earth away, it became lower than the surrounding country."

When it was discovered that cattle lived well on the grass in Wyoming, cattlemen established ranches there. Thus cattle raising became important in other parts of the Great Plains besides Texas.

The king of the cattle country was the cowboy. He wore a broad-brimmed hat to protect him from the strong rays of



the sun, and special boots, with narrow toes and raised heels, to help him keep his feet firmly in the stirrups.

Everything the cowboy wore was useful to his job. His chaps were made of leather so that his legs would not be scratched or rubbed raw by mesquite, cactus, and other plants and brush that he rode through day after day. The handkerchief tied about his neck was to cover his face in a dust storm, or when he had to ride "drag"—that is, behind a herd of cattle that kicked up swirls of dust. He used his spurs to guide his horse when his hands were busy with his lasso.

The cowboy, who was also called a cowpuncher, was proudest of his saddle, because it was his workbench. "The cowboy might sell his gun or his coat or his boots," said a writer who traveled west to see the Great Plains, "but he will never part with his saddle."

The great days of the cattlemen lasted only about fifteen to twenty years. But the events and the men of those days have become a special part of the story of our country.

A number of events changed the lives of cattlemen throughout the Great Plains. First, too many cattle began to graze on the range. There was not enough grass for all of them, and some cattlemen went out of business while others made their herds smaller. Cattlemen also began to build fences around their ranges so that only the cattle that belonged to them could be grazed there.

Second, because there were so many cattle, the price people would pay for them went down. This caused some men to stop raising cattle.

Third, railroads were built in Texas and in the northern plains. Cattle could then be sent to market without a long trail drive.

Fourth, farmers moved into the Great Plains. Their way of life differed greatly from that of the cattlemen.

### **Farmers Came to the Great Plains**

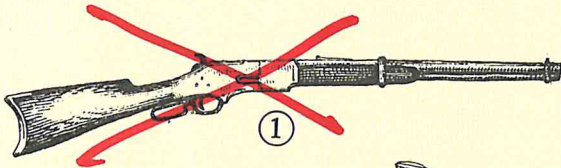
By the 1880's, farmers could make a living on the Great Plains because they had found ways to overcome the shortage of water. In order to get enough water in this dry region, the farmers drilled wells. To pump the water up from underground, the farmers used windmills. Windmills had been used in such countries as Holland for hundreds of years, but those windmills were made of wood. Wood was scarce on the Plains. And not enough wood could be carried from the East by wagon across many hundreds of miles of the Great Plains to supply farmers.

The railroads that were built to carry cattle to market could also carry wood to the Plains. However, even more important, railroads could carry windmills made of steel. Steel that could be sold for a low price was first produced in large amounts in the 1880's, at the time when cattle raising was the most important occupation on the Plains. After they could buy windmills cheaply, farmers used the

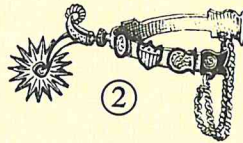


## THE COWBOY'S EQUIPMENT

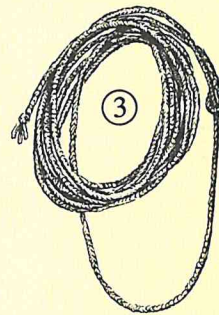
1. Repeating rifle
2. California-style spur
3. Lariat, or lasso
4. Broad-brimmed hats
5. Texas-style saddle
6. Branding irons
7. Texas-style spur
8. Mexican-style saddle
9. Colt six-shot revolver
10. Gun belt and holster
11. Mexican-style boot
12. Boot with spur attached



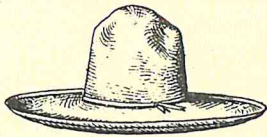
①



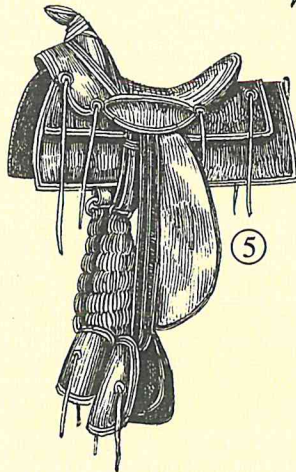
②



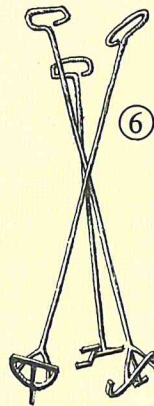
③



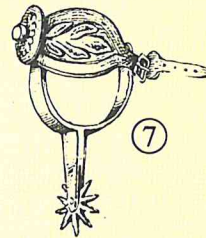
④



⑤



⑥



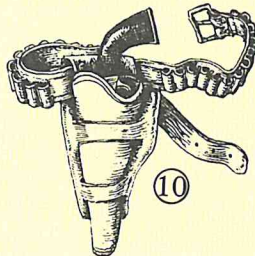
⑦



⑧



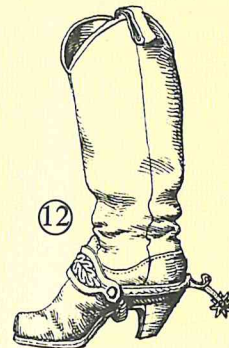
⑨



⑩



⑪



⑫



power of the wind to pump water from wells.

Farmers also learned to irrigate the land. They dug small ditches to carry water from the wells to their fields. They also learned to farm in such a way as to keep moisture in the ground for a long period of time.

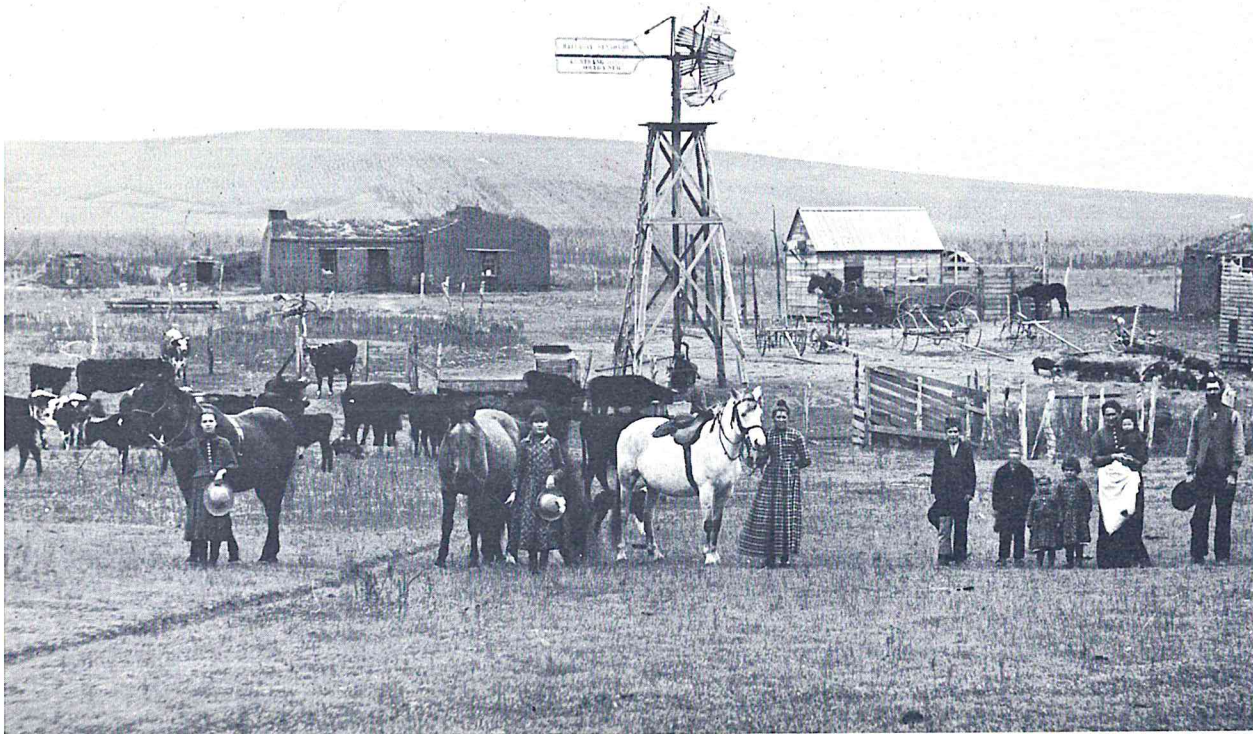
Another steel product that sold cheaply was barbed wire, which was used for fences. Barbed wire is made up of several strands of wire twisted together like threads, with a short, sharp barb inserted every few inches. Barbed wire was cheap and easy to put in place.

One farmer did not believe barbed

wire would work. He had a bull called Old Jim. Old Jim, said the farmer, could not be stopped by any fence. To prove that the farmer was wrong, Old Jim was put in a field that was fenced with barbed wire. The person who told this story described what happened: "Old Jim shook his head, elevated his tail, and went for it. The farmer was convinced and so was Old Jim."

Cattlemen on the ranges did not like to have small areas of land surrounded by fences. The fences interfered with cattle drives and prevented cattle from grazing over a large area. One cattleman wrote: "Now there is so much land

**A Plains farm family in 1889. Behind them are their house, windmill, and barnyard.**





taken up and fenced in that the trail is little better than a crooked lane.”

Most farmers who pioneered on the Plains lived in sod huts. Lumber was so expensive that the farmer and his family cut sod into blocks and laid them like bricks to form the walls of the shelter. Later, as more railroads were built, lumber could be sent west more cheaply. Then farmers built homes of wood.

With the increase in farmers, the last West was settled. Gradually much of the open range gave way to farms, towns, and cities. As more people settled the last West, the region was made into states.

### The Main Points in This Chapter

1. At first, the lack of water and trees in the region discouraged settlement of the last West; the discovery of silver brought the first settlers there.
2. The Plains Indians had to be defeated before cattlemen and their families could live in the Great Plains region.
3. The raising of cattle resulted in the cattle drive, the cattle town, and the cowboy.
4. New ways of getting water and of fencing land, as well as development of railroads, made it possible for farmers to settle the last West.

### What Comes Next in the Story

While the last West is being settled, the United States changes from a nation of farms to a nation of farms and factories.

### TO HELP YOU UNDERSTAND

1. Compare the pictures of cowboys on the range on pages 276 and 283 with the picture of the Plains farm family on page 286. Discuss the changes that took place on the Plains suggested by these pictures.
2. Make an outline for a talk on “The Settlement of the Last West.” Reread the chapter to find where the three waves of settlement in this area occurred.
3. Form five committees. Let each committee find information about one of these Indian tribes: Cheyenne, Arapaho, Sioux, Kiowa, Comanche. Find pictures of these Indians and use them in the reports.
4. Find out about chuck wagon meals.
5. Study the pictures of the cowboy’s equipment on page 285. In a class discussion, talk about the use of each item.
6. Use a geography book to find out about the important products and resources of the Great Plains today.

#### Books to Read

American Heritage. *Indians of the Plains.*

Field, Elsie Kimmel. *Prairie Winter.*

Gipson, Fred. *Old Yeller.*

Gipson, Fred. *Savage Sam.*

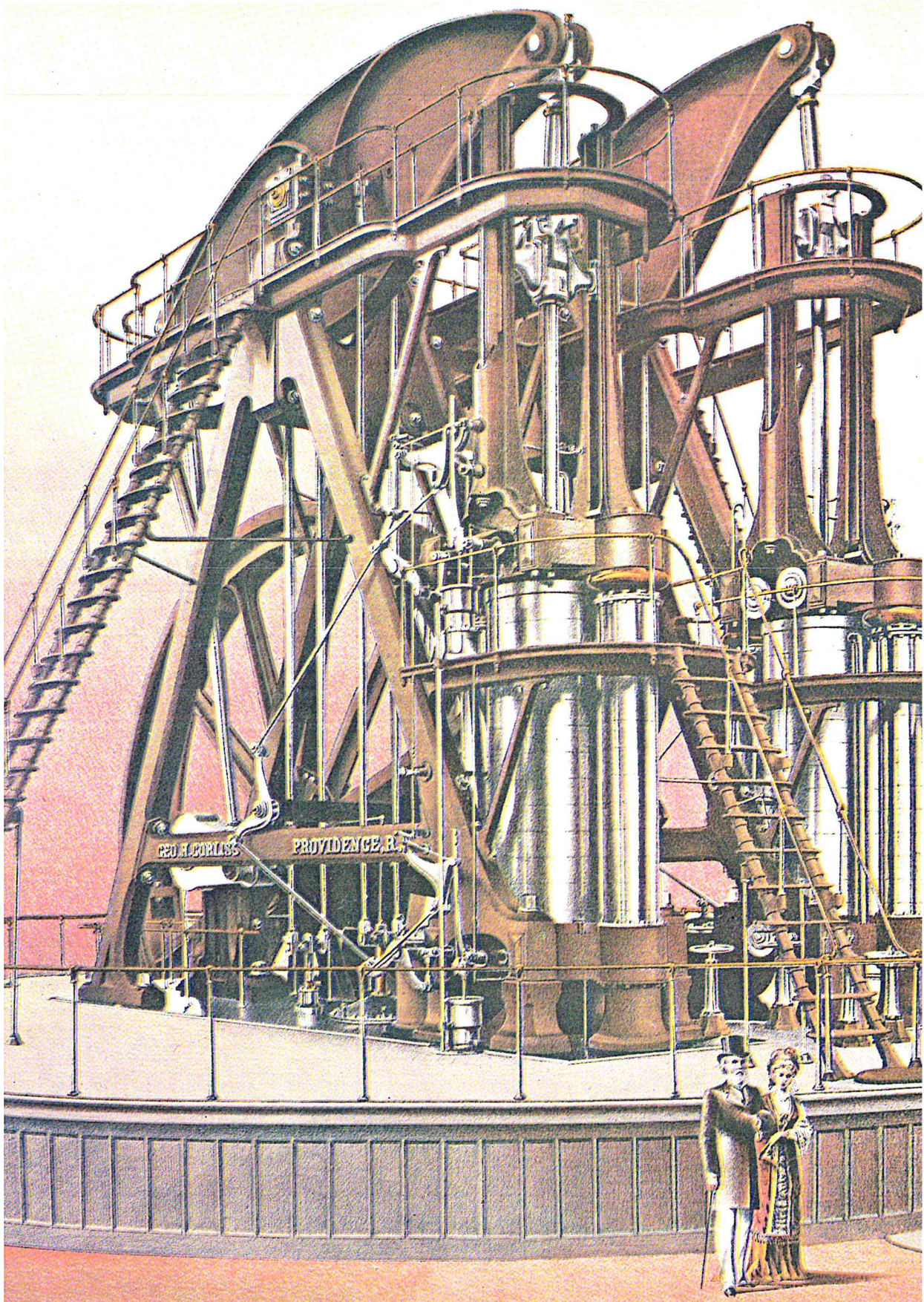
Rounds, Glen. *Buffalo Harvest.*

Wilder, Laura Ingalls. *By the Shores of Silver Lake.*

Wilder, Laura Ingalls. *Little House on the Prairie.*

Wilder, Laura Ingalls. *On the Banks of Plum Creek.*







## CHAPTER 22

# THE UNITED STATES BECAME AN INDUSTRIAL NATION

When did the United States change from a nation of farms into a nation of farms and factories?

How did railroads help the United States to become an industrial nation?

What important industries developed?

Who were some of the men who helped make America a nation of factories?

This chapter answers these questions.

### FACTORIES WERE BUILT IN NEW ENGLAND

The first settlers in America found it to be a land rich in natural resources. There

**This was the world's most powerful steam engine when it was built in 1876 for an exhibition of machinery made in American factories.**

were great forests, fertile soil, and many rivers and lakes.

For many years, these were the most important natural resources to the settlers. Most people in America made their living by farming, and they grew many crops in the rich soil. From trees they obtained wood to build homes, and they used the rivers and lakes for transportation and for travel westward.

Gradually, many more natural resources were discovered and new ways to transport and use them were found. In the 1800's, the United States changed from a nation of farms into an industrial nation. Factories were built to use many natural resources to manufacture many kinds of products.

Factories were not important in the United States until after the War of



1812. As you learned in Chapter 14, the war stopped trade with European nations, and Americans began to build factories to make their own products.

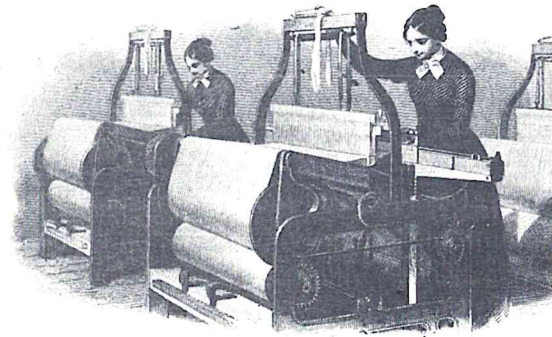
The South as well as the North hoped to establish factories. However, the North had two advantages that the South did not have. It had many rivers and streams that furnished water power to run machines in factories. In addition, many men in the North used their money to build factories and to buy machines. In the South, men with money usually used it to buy land and slaves in order to grow more tobacco, cotton, and rice.

Many of the first factories in the North produced cloth. They were located mainly in New England, and they began with the work of Samuel Slater.

Soon after the War for Independence, Samuel Slater came to the United States hoping to make his fortune by starting a factory to make cloth. In England, Slater had worked in factories where cloth was made by machines, and he knew a great deal about them.

Cloth had been manufactured by machines in England for about fifty years, and factory owners and merchants made much money from the cloth. To prevent other nations from learning the secrets of the machines, England would allow no one to leave the country with plans that showed how to build them. England would not even allow anyone who had worked on the machines to leave the country.

Samuel Slater did not need plans for



**These women work at clothmaking machines.**

the machines. He knew how to build them from memory. But to leave England, he had to pretend that he had no thought of going away. He left most of his belongings behind, and he wore old clothing so that officials would not recognize him. Slater slipped safely out of England in 1789.

Upon reaching America, Slater sent a letter to Moses Brown, an important businessman in Rhode Island. "A few days ago I was informed that you wanted a manager of cotton spinning," he wrote. "I flatter myself that I can give you the greatest satisfaction in making machinery and in making good yarn."

Moses Brown accepted Slater's offer, and in 1790 they built a factory. They placed an advertisement in the newspaper, telling people of the factory and inviting them to try the cloth made there. The advertisement also said: "Those who wish to encourage factories in their country should wear cloth manufactured in the United States."

Slater and Brown were successful in



manufacturing and selling cotton cloth. Soon, clothmaking factories were started in other places in New England. Factories to make boots, shoes, and other products were also established in New England and in other parts of the North. By the 1850's, more than 100,000 people in the North worked in shoe factories alone.

## **RAILROADS CROSSED THE NATION**

In the years that followed the Civil War, the United States changed rapidly into an industrial nation. The change was rapid because men began to find new ways to use such natural resources as coal and iron ore to make steel. Huge pools of oil were discovered beneath the earth, and men found ways to change the oil into kerosene to burn for light, into grease to keep machines running smoothly, and later into gasoline for fuel. They also learned to use water stored behind dams in rivers to turn huge turbines and produce electricity for light and to run machines. In addition, men built railroads to connect many parts of the nation.

Railroads did much to help make the United States into a nation of factories. With railroads, it was possible to send raw materials a long distance to cities where factories had been built. Railroads also made it possible to send manufactured goods from the factories to be sold in other parts of the nation.

## **A Railroad to California Was Begun**

In 1861, when the Civil War began, railroads had been built a short distance west of the Mississippi River. From there, telegraph wires reached to California, connecting the Atlantic coast with the Pacific coast.

The telegraph had been invented in 1844 by Samuel F. B. Morse, who found a way to send messages in the form of short and long clicks over an electric wire. Men who understood the clicks, called Morse Code, could listen to them and write down a message.

In 1862, Congress decided to connect California with the rest of the North by a railroad as well as by telegraph wires. The job of laying down rails between Omaha, Nebraska, and California was begun in 1863 by two railroad companies. The Central Pacific Company started in California and built toward the east. The Union Pacific Company started at Omaha and built westward.

The national government was so interested in having the railroad built that it lent the companies a great deal of money. The government also gave them land on each side of the railroad to sell. By selling the land, the companies obtained more money for building.

## **Rails Were Laid over Deserts and Mountains**

Both companies had many troubles. The Central Pacific had to send its rails, cars, and engines from New York by ship.





**The meeting of the Union Pacific and Central Pacific railroads in Utah in 1869.**

The ships had to travel around South America before reaching California, a distance of more than 15,000 miles. Then, men had to lay rails along the sides of mountains, through snow drifts, and across deep canyons and hot deserts. The company had to bring workmen to California to do the heavy work of grading the road and laying the rails. Some of these workers were brought from lands as far away as China.

The workers on the Union Pacific had a different sort of trouble. Indians made crossing the plains of Nebraska and Wyoming dangerous. Railroad workers had to carry their rifles as well as their tools. When Indians appeared, they

dropped their tools, seized their guns, and prepared for battle.

In 1869, the Union Pacific workmen met the workmen of the Central Pacific near Ogden, Utah. The first railroad across the continent was finished, and there was a grand celebration. Important men made speeches, photographers took pictures, and telegrams were sent to President Grant.

## **STEEL AND OIL BECAME GREAT INDUSTRIES**

The way in which railroads helped the steel industry grow is a good example of how railroads helped the United States



become an industrial nation. For millions of years, iron ore had been buried in the earth in the northern part of Minnesota and Michigan, near Lake Superior. People had long known the location of this iron ore and how important it was. Yet no one knew of a way to get the rich raw material to a place such as Pittsburgh, Pennsylvania, where there were factories that could make it into iron products or into steel.

Railroads solved the problem. Rails were laid from the iron mines to ports on Lake Superior. Trainloads of iron ore from the mines were loaded into ships, which carried the ore through the Great Lakes to ports on Lake Erie. Then other trains carried it to Pittsburgh. Trains also carried coal and limestone, which were used along with iron ore to make steel, to Pittsburgh. Before long, the mines near Lake Superior became the most important source of iron ore in the world, and Pittsburgh became the world's greatest producer of steel.

You can see how important it is for a nation to have raw materials, and also to have ways of transporting them from one place to another. The steel made from iron ore was used to make bigger ships and bigger and better rails, engines, and railroad cars. Some of these improved ships and tracks and trains were used to carry more iron ore. This

This poster announced when the first Union Pacific trains would leave Omaha for California.

**1869. May 10th. 1869.**

**GREAT EVENT**

**Rail Road from the Atlantic to the Pacific**

**GRAND OPENING**

**OF THE**

**Union Pacific**

**RAIL ROAD**

**PLATTE VALLEY ROUTE.**

**PASSENGER TRAINS LEAVE**

**OMAHA**

**ON THE ARRIVAL OF TRAINS FROM THE EAST.**

**THROUGH TO SAN FRANCISCO**

**In less than Four Days, avoiding the Dangers of the Sea!**

**Travelers for Pleasure, Health or Business**

Will find a Trip over the Rocky Mountains Healthy and Pleasant.

**LUXURIOUS CARS & EATING HOUSES**

**ON THE UNION PACIFIC RAIL ROAD.**

**PULLMAN'S PALACE SLEEPING CARS**

RUN WITH ALL THROUGH PASSENGER TRAINS.

**GOLD, SILVER AND OTHER MINERS!**

Now is the time to seek your Fortunes in Nebraska, Wyoming, Arizona, Washington, Dakota, Colorado, Utah, Oregon, Montana, New Mexico, Idaho, Nevada or California.

**CONNECTIONS MADE AT**

**CHEYENNE for DENVER, CENTRAL CITY & SANTA FE**

AT OGDEN AND CORINNA FOR HELENA, BOISE CITY, VIRGINIA CITY, SALT LAKE CITY AND ARIZONA.

**THROUGH TICKETS FOR SALE AT ALL PRINCIPAL RAILROAD OFFICES!**

**Be Sure they Read via Platte Valley or Omaha**

Company's Office 72 La Salle St., opposite City Hall and Court House Square, Chicago.

CHARLES E. NICHOLS, Ticket Agent.

**G. P. GILMAN.** **JOHN P. HART.** **J. BUDD.** **W. SNYDER.**

Respectfully Yours, Omaha, Neb. Don't Forget to Buy the Union Pacific Ticket.



endless circle helped to make America a strong industrial nation.

### A Scotsman Built Steel Factories

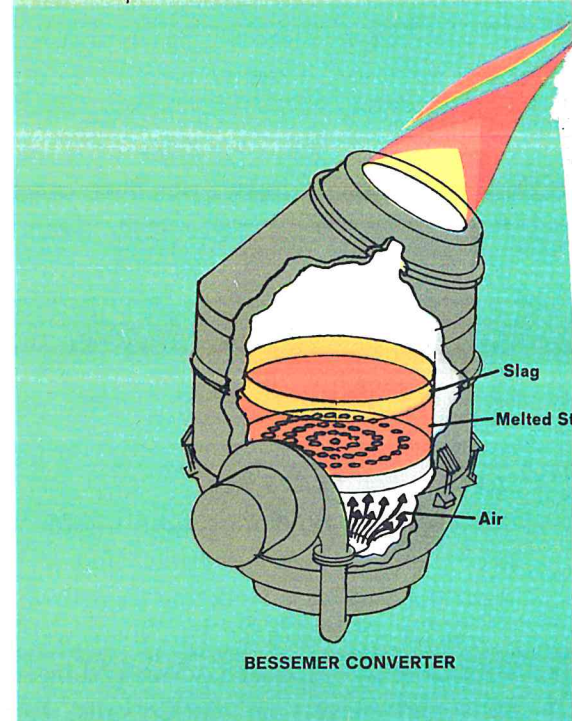
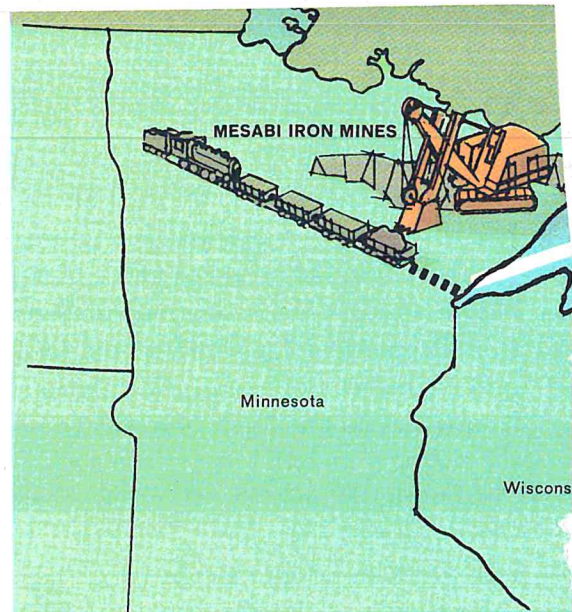
Transportation and raw materials were important to the steel industry. Men with imagination and a desire to make better products were also important. One such man was Andrew Carnegie.

In 1848, when he was thirteen years old, Carnegie came to America from Scotland with his father and mother. The Carnegie family settled down in Pittsburgh. Andrew first worked in a small cloth factory, but soon he obtained a job in a telegraph office delivering messages. "My life as a telegraph messenger," he wrote later, "was in every respect a happy one."

By the time he was eighteen, Andrew Carnegie had become an assistant to the general superintendent of the Pennsylvania Railroad. Later, he became an important official of the railroad and of the Keystone Company, which constructed iron bridges.

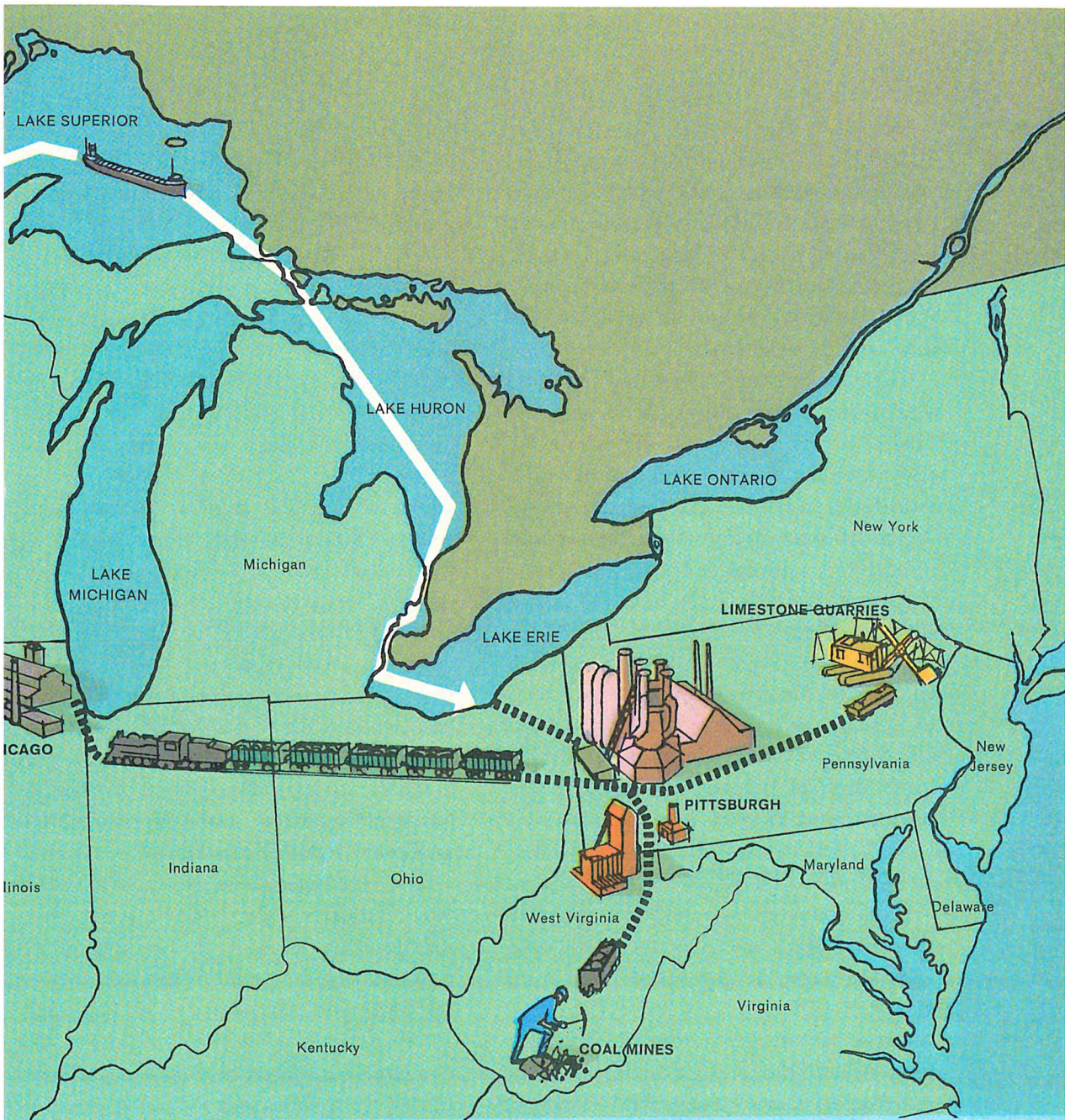
By 1873, Carnegie had made a great deal of money, and he decided to enter the steel industry. A special method of making steel, called the Bessemer (bes'-ə-mər) process, had been developed in England. Carnegie used it in his factories, and the Bessemer process enabled him to produce fine steel at low cost.

Andrew Carnegie earned a great fortune making steel, and he later gave away much money. He was especially interested in libraries and schools, for



Iron was made into steel in the Bessemer converter. Air blown through melted iron in the converter "burned out" waste materials in the iron, and left steel beneath a thin layer of slag, or waste. The converter was then tipped to pour steel into molds.





## THE MAKING OF STEEL

This map shows how natural resources, transportation, and factories were combined in the late 1800's to make steel. Iron ore went by train to Lake Superior, by boat through the Great Lakes, and by train to Pittsburgh. Trains also brought limestone and coal to the steel mills. In blast furnaces, the ore, limestone, and coal were heated together to separate iron from many waste materials. Steel was then made from the iron. Trains carried the steel to cities such as Chicago, where ships, trains, and many other products were manufactured.



he had been forced to go to work at so young an age that he did not have time to go to school. But Carnegie was always interested in books and learning; he took time to write books as well as to read them. Most of the famous writers of his day were his friends.

The development of ways to make fine steel at low prices did much to help the United States become an industrial nation and the most powerful nation in the world. As you have learned, an abundance of steel meant that men could build larger and better trains and ships. It also meant that machines that make such products as shoes or furniture could be improved. People's lives were changed by the growth and improvement in steel making. As you learned in Chapter 21, barbed wire and windmills made of steel helped farmers to settle on the Great Plains.

### **A Farm Boy Started an Oil Company**

The oil industry was another industry that developed in America during the 1800's. It, too, helped make the nation strong.

Pools of oil lay under the ground long before the first Indians came to America. As was the case with iron ore, men had to find ways to obtain this important natural resource. Then they discovered ways to use it as fuel and to make machines operate smoothly.

Large underground pools of oil, called oil fields, were found in many parts of the nation, all the way from New York

to California. The oil industry grew to be one of the largest industries in the United States.

John D. Rockefeller became the most important man in the oil industry. Rockefeller was born in 1839 on a farm near Richford, New York, a small town in the western part of the state. He was a hard-working boy, both in school and outside of school.

Rockefeller began to look for work when he finished high school at age sixteen. Since the age of five, he had worked at odd jobs, such as raising turkeys or working in potato fields. Now he looked for better opportunities.

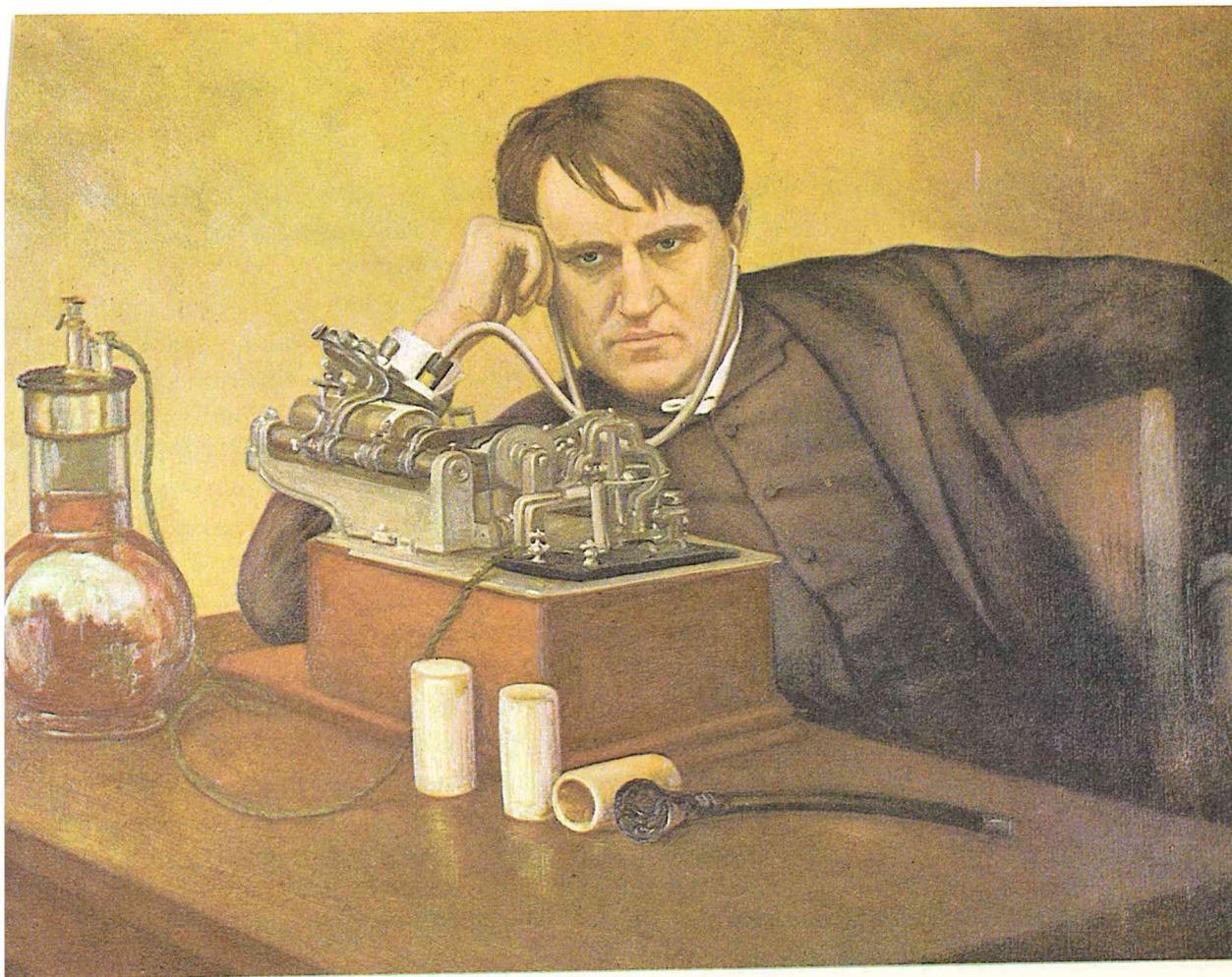
At first, Rockefeller worked in an office, where he was successful and where he learned a great deal about business. But he wanted to go into business for himself. So he and a friend formed a partnership to buy and sell grain, hay, and other farm products.

The business was successful, but Rockefeller decided to go into the new oil industry. He formed his own company so that he could make free use of his skill and imagination in business.

The company Rockefeller started became the Standard Oil Company. It took the oil from wells and refined it, that is, changed it into products such as kerosene and grease.

Rockefeller's business grew and grew until it was worth millions of dollars. Almost everyone who bought oil products had to buy them from the Standard Oil Company. Finally, the government





**Thomas Edison is shown listening to the first phonograph; he invented it in 1877.**

and the courts ordered the Standard Oil Company to be divided up to give other oil companies a chance.

John D. Rockefeller was like Andrew Carnegie in that he gave away much money. By the time of his death, Rockefeller had created a special fund of money to be used to improve health and education, and another fund to improve "the well-being of mankind throughout the world." During his lifetime, Rockefeller had gained almost one billion dollars; he gave away about half of it.

## **ELECTRICITY BECAME A SOURCE OF POWER**

The first factories in the United States used water power to run machines. Later, they began to use steam engines for power. Toward the end of the 1800's, a new and better source of power was developed. This source was electricity.

Thomas A. Edison was a man who realized the importance of electricity. Edison was an inventor, and many of his inventions had to do with electricity. He



went to school only a few months, but he studied all his life. Sometimes, when he was trying to solve a problem, he stayed in his laboratory for weeks and slept very little.

Even when Edison was a very young boy, he built a laboratory in the basement of his home and spent all the money he could get to buy books about chemistry and electricity. When he was twelve, he obtained a job selling papers and magazines on a train; it is said that he had a laboratory in the baggage car.

When Edison was about old enough to be in high school, he learned to be a telegraph operator, just as Andrew Carnegie had done. When Edison was not busy with work in the office, he studied ways to improve the method of sending messages. His first inventions were machines that increased the usefulness of the telegraph service.

Edison's most important inventions improved electric lights and electric power. He found a way to make light bulbs that were cheap and that would last for a long time. In 1882, he built an electric power plant to furnish electricity for buildings in New York City.

Experiments in electricity led to the invention of the telephone. Earlier, messages had been sent in code by telegraph; with the telephone, as you know, the sound of a voice is carried by wires.

The telephone was invented in 1876 by Alexander Graham Bell. For many years Bell studied the way a voice makes sounds and how the ear hears them. He

helped to teach deaf children how to "hear" by watching people's lips as they formed words.

Working with an assistant, Thomas A. Watson, Bell used all his spare time trying to perfect an instrument to carry spoken messages. Finally, they had everything prepared. Watson went into another room. Bell spoke into a mouthpiece: "Mr. Watson, please come here. I want you." Watson heard the message.

Gradually, telephones were improved until by 1915 telephone wires could carry the sound of voices from New York to California. Today, you can speak by telephone with a person almost anywhere in the world. Further experiments with electricity led in time to the invention of radio and television.

## THE AUTOMOBILE INDUSTRY BEGAN

As an industrial nation, the United States manufactured products that had been used in colonial times, such as shoes and cloth. The United States also developed and manufactured goods that had not been known before, such as the many products made from oil. By developing new products, the United States continued to grow stronger as an industrial nation. As new industries were begun, more factories were built, and more men and women could have jobs.

Like the oil and electrical industries, the automobile industry was new in America. It began early in the 1900's,



and the man who did the most to help it grow was Henry Ford.

### **Henry Ford Worked with Machines**

Like Rockefeller, Ford was born on a farm. He did not wish to grow up to be a farmer even though his father wanted him to. "Considering the results," Ford said later, "there was too much work on the farm. Even when very young I suspected that much might be done in a better way. That is what took me to mechanics."

Ford was always working with machines. He was especially good at fixing watches. "By the time I was fifteen," he said, "I could do almost anything in watch repairing, although my tools were not the best." A man who hired Ford to fix watches made him work in the back room of the shop, because he was afraid his customers would not approve of a boy working on their valuable watches.

Working with machines gave Ford an education. He advised other people to follow his method of learning things. "It is not possible to learn from books how everything is made," Ford said. "Machines are to the mechanic what books are to a writer. He gets ideas from them. If he has brains, he will apply these ideas."

Ford moved to Detroit, Michigan, to work on an idea for making a horseless carriage, which we, of course, call an automobile or a car. He held a job in an electrical plant, but he devoted all his spare time to work on his project.

Finally, Ford built his first car, which he called a quadricycle, meaning a four-wheeled vehicle. It could go forward, but it could not back up. The important part of the car was the gasoline engine that made it run. Ford had built the engine himself.

When Ford took his first ride in his quadricycle, many people wondered what kind of machine it was. "Who was crazy enough to spend a lot of time and money on such a thing?" they asked. When Henry drove his car out to the farm to show his father, his father seemed displeased. A friend of Ford who rode with him recalled the event: "Ford's father was a serious old fellow and stood and stared at us. Some of the neighbors came by and stared too. I could see that old Mr. Ford was ashamed of a grown-up man like his son Henry fussing over a little thing like a quadricycle."

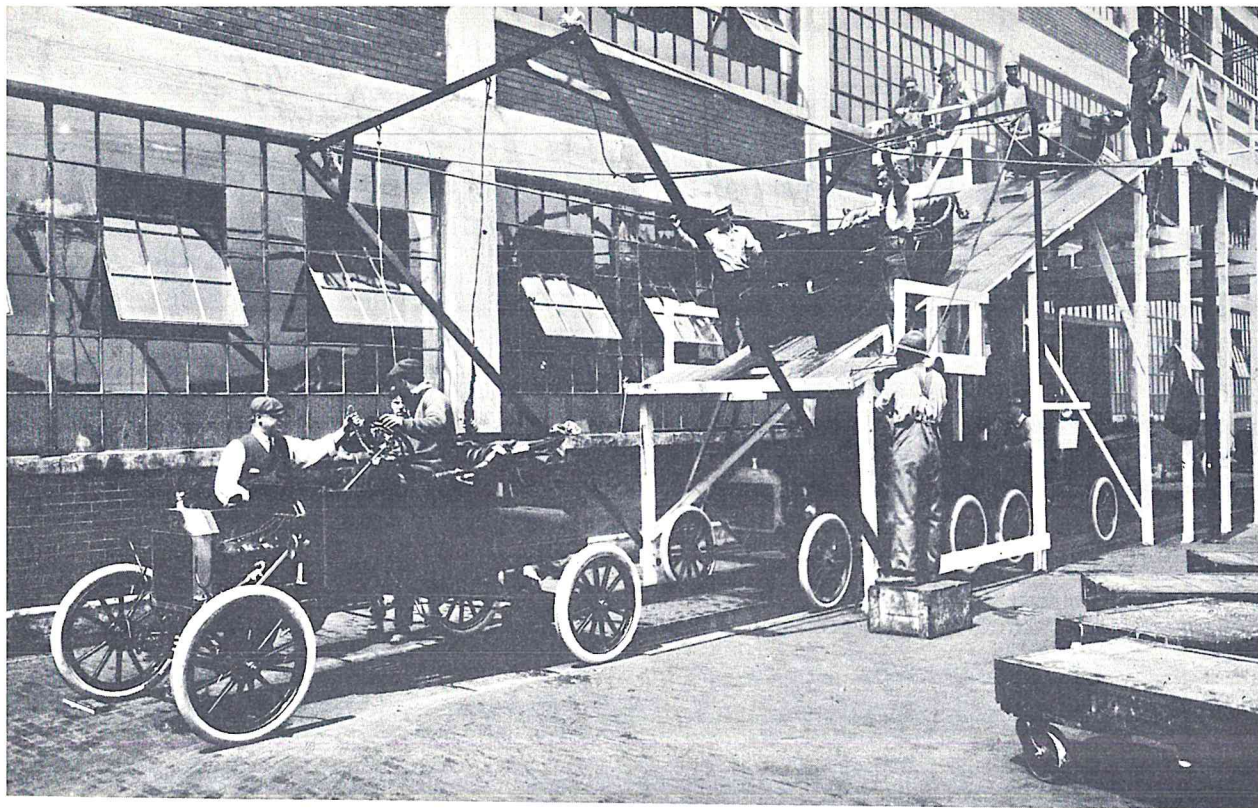
Most people wanted to know how the car ran. Ford said: "If I left it alone for a minute, some curious person always tried to run it. Finally, I had to carry a chain and fasten it to a lamp post whenever I left it anywhere."

### **Ford Found New Ways of Manufacturing**

In manufacturing automobiles, Henry Ford used an idea that began with Eli Whitney, the man who had invented the cotton gin. As early as the 1790's, Whitney thought of making each part of a product in a special way, an idea he applied to the manufacture of guns.

Whitney used machines to make the





**This is part of the assembly line at the Ford automobile factory in 1913. The car bodies on the ramp were lowered onto the chassis (frame, wheels, and motor) below.**

triggers, the hammers, and the other gun parts. Each machine could turn out any number of the part it was supposed to make, and all were exactly alike. Any one of the parts could be fitted together with others to make a gun. If one part broke or wore out, the gun would not have to be thrown away. Instead, a new part of just the right size and shape could replace the old part.

The parts of each gun were interchangeable with the same parts in other guns. A part could be changed from one gun to another and the gun would work.

After 1900, Henry Ford made his cars with interchangeable parts. He built

machines to turn out parts for the cars, and each part, such as a fender, a wheel, or a radiator, would fit as well on one car as on another.

Ford took the idea one step further. He built his factory in such a way that each part could be put in place as the frame of a car was carried along on a moving belt. This arrangement is called an assembly line. At the beginning of the line, the frame stood alone. By the end of the line, after each of the parts had been put in place, there was a completed car ready to be driven away.

Today, many products with interchangeable parts are made on assembly



lines. Among them are washing machines, refrigerators, radios, television sets, and tractors. With assembly lines, products can be made more cheaply than if each one were made separately, and great numbers of a product can be manufactured in a short time. With interchangeable parts, the products are easy to repair.

By 1914, using interchangeable parts and assembly lines, Henry Ford produced 146 cars per hour in his factories, or one car about every twenty-five seconds. Because he produced cars rapidly and cheaply, Ford made it possible for millions of people to own them.

### The Main Points in This Chapter

1. The United States grew into a nation of factories after the Civil War.
2. The discovery of new ways to use natural resources helped factories to grow.
3. Railroads were built to carry raw materials to factories and manufactured goods from factories to many parts of the nation.
4. The production of steel, of oil, and of electricity became important industries because of the work of such men as Carnegie, Rockefeller, and Edison.
5. By using interchangeable parts and the assembly line, Ford produced cars rapidly and sold them at low prices.

### What Comes Next in the Story

The growth of factories affects cities, farms, and everyday life in America.

### TO HELP YOU UNDERSTAND

1. Imagine that you were at Ogden, Utah, when the transcontinental railroad was completed. Send President Grant a telegram announcing the event.
2. On an outline map trace a shipment of iron ore from Minnesota over the Great Lakes to Pittsburgh.
3. Write what you think the railroads did to improve the United States.
4. Study the poster on page 293. On a map locate the places listed.
5. Use reference books to prepare a report about Pullman sleeping cars. Draw pictures to illustrate your report.
6. Find out about the mining of iron ore in the Mesabi Range in Minnesota.
7. Use science books to find out how oil was formed below the surface of the earth. Draw a diagram showing how the oil occurs in pools.
8. Make an oral report on one of the inventions discussed in this chapter. Illustrate the report with drawings.

### Books to Read

Graham, Winifred Wise. *Thomas Alva Edison*. "Real People Series."  
Judson, Clara Ingram. *James Jerome Hill*. "Real People Series."  
Latham, Jean Lee. *Young Man in a Hurry*.  
Shippen, Katherine. *Miracle in Motion, The Story of America's Industry*.







# FACTORIES CHANGED CITIES AND FARMS

How did cities change after the United States became an industrial nation?

How was life in the cities different from life on farms?

Why did people from other countries come to America, and where did they settle?

How did factories bring changes to farms in the United States?

This chapter answers these questions.

## CITIES GREW RAPIDLY

There were cities in America before the United States became an industrial nation. Boston, New York, Philadelphia,

**This is New York City in 1911. By then the city had skyscrapers, electricity, and subways, thanks to materials made in factories.**

and other cities along the Atlantic coast were important trading centers in colonial times. But after 1865, cities grew more rapidly than before, often doubling their population every ten years. Cities located on the coast as well as those located inland, away from the coast, became important manufacturing centers.

Until 1920, cities in the North grew larger than cities in the West and in the South because there were more factories in the North. Often, cities became connected with certain industries. Pittsburgh was known for its steel factories. Cleveland became an important center of the oil industry. Chicago became famous as a meat-packing center and for the production of machines used on farms. After 1900, Detroit was the most important city in the manufacture of



cars. Mills to produce flour were built in St. Paul and Minneapolis, Minnesota.

The cities of Seattle, Washington, and Portland, Oregon, as well as the cities of San Francisco and Los Angeles, in California, did not grow rapidly until after the 1920's. These cities grew when more factories were built in the West and when more people came to live in those cities. In the South, such cities as Atlanta, Georgia, and Dallas and Houston, in Texas, also grew larger after 1920 as industry became more important there.

## PEOPLE CAME TO AMERICA FROM MANY PLACES

Men and women left small towns and farms in America to find factory jobs in cities. At the same time, many immigrants came to live in cities. Immigrants are people who leave one country to live in another.

Until about 1880, most of the immigrants to the United States came from the northern part of Europe, from such countries as England, Germany, and Norway. Some settled in cities along the coast. Others moved west to be farmers or to live in small towns and cities.

After the 1880's, immigrants arrived in America from other parts of Europe. Thousands came from Poland and Italy. Others came from Russia, Hungary, Austria, Greece, and Turkey.

People came to the United States from other parts of the world, too. Chinese had begun to arrive in California during

the gold rush. Later, more came to help build the Central Pacific Railroad. In the 1890's, immigrants from Japan also settled in California. People moved north from Mexico to live in California and Texas.

Some immigrants came to the United States so that they could worship as they pleased. Others wanted to live in a country where people governed themselves. Still others needed jobs, and there were many jobs in America. People wanted to live in the United States because they believed that they could find a better life for themselves and a better future for their children.

Many immigrants worked in factories, mines, and shops. Some became scientists, newspaper owners, factory managers, and leaders of workers.

Without immigrants to work on farms and in industries, the United States would not have grown so rapidly into a large and powerful nation. Besides a willingness to work, immigrants brought their languages, their religions, and their songs and stories, all of which made America richer and stronger.

## Immigrants Lived Close Together in Cities

Most immigrants from Europe landed at New York City. From there, many set out to find jobs in coal mines in the Appalachian Mountains, in steel factories in Pittsburgh, and in meat-packing plants in Chicago. Others remained in New York to work in clothing or shoe





**In the 1850's steam-powered fire engines, shown here, were developed to aid firemen.**

factories or in small shops of all kinds.

To immigrants, America was a strange land. When they arrived, they knew only the language and the customs of their own countries. As a result, immigrants from one country usually settled together in one part of a city. Those from another country settled in another part. New York City looked something like a giant checkerboard, with each square of the checkerboard made up of people from a different country.

Children of immigrants often found jobs along with their parents, but many immigrant children also went to school. To help the immigrants know America

better, schools for adults were held at night. In these schools, immigrants learned English, and they learned about the ways and the government of the United States. In time, most immigrants became American citizens.

### **Jane Addams Helped Immigrants**

Immigrants were helped in other ways. In Chicago, they were helped by Jane Addams, who became famous in social work. Miss Addams and a friend bought an old house in a section of Chicago where many immigrants lived. They named the building Hull House.

At Hull House, Miss Addams started



a kindergarten where mothers who had to work could leave their young children. Later, reading clubs and cooking clubs were started at Hull House. Older children and adults became members of these clubs. Besides helping immigrants in Chicago, Jane Addams worked for laws to make milk safe to drink and for laws to protect women and children.

## CITIES CHANGED IN MANY WAYS

One problem that people in cities had was to find a comfortable place to live. Land in cities was costly, and every family could not have a house of its own. Many immigrants had to live in tenements. A tenement is a large building with many rooms. The rooms did not have enough windows to let in light and fresh air. Tenements were often made of wood, and they caught fire easily. Immigrants were usually too poor to afford more than two rooms for a family.

Whole sections of some cities were made up of tenements. Here, thousands of people lived close together. Disease spread easily. Children had to play on dangerous streets.

Jane Addams and others tried to obtain better places for immigrants and other poor people to live. Because of their work, cities began to tear down old tenements and to build apartment buildings that were clean, airy, and fireproof. But the job of getting rid of tenements in all our cities is not yet finished.

## New Kinds of Buildings Were Built

Apartment buildings that were roomier and safer were made possible by new building materials. These materials were made in factories. One of them was reinforced concrete. This is concrete that contains steel rods to make it extra strong.

Steel was used to make a strong framework to hold the floors and the roof of a building. Reinforced concrete and steel made it possible to have buildings that were higher than ever before.

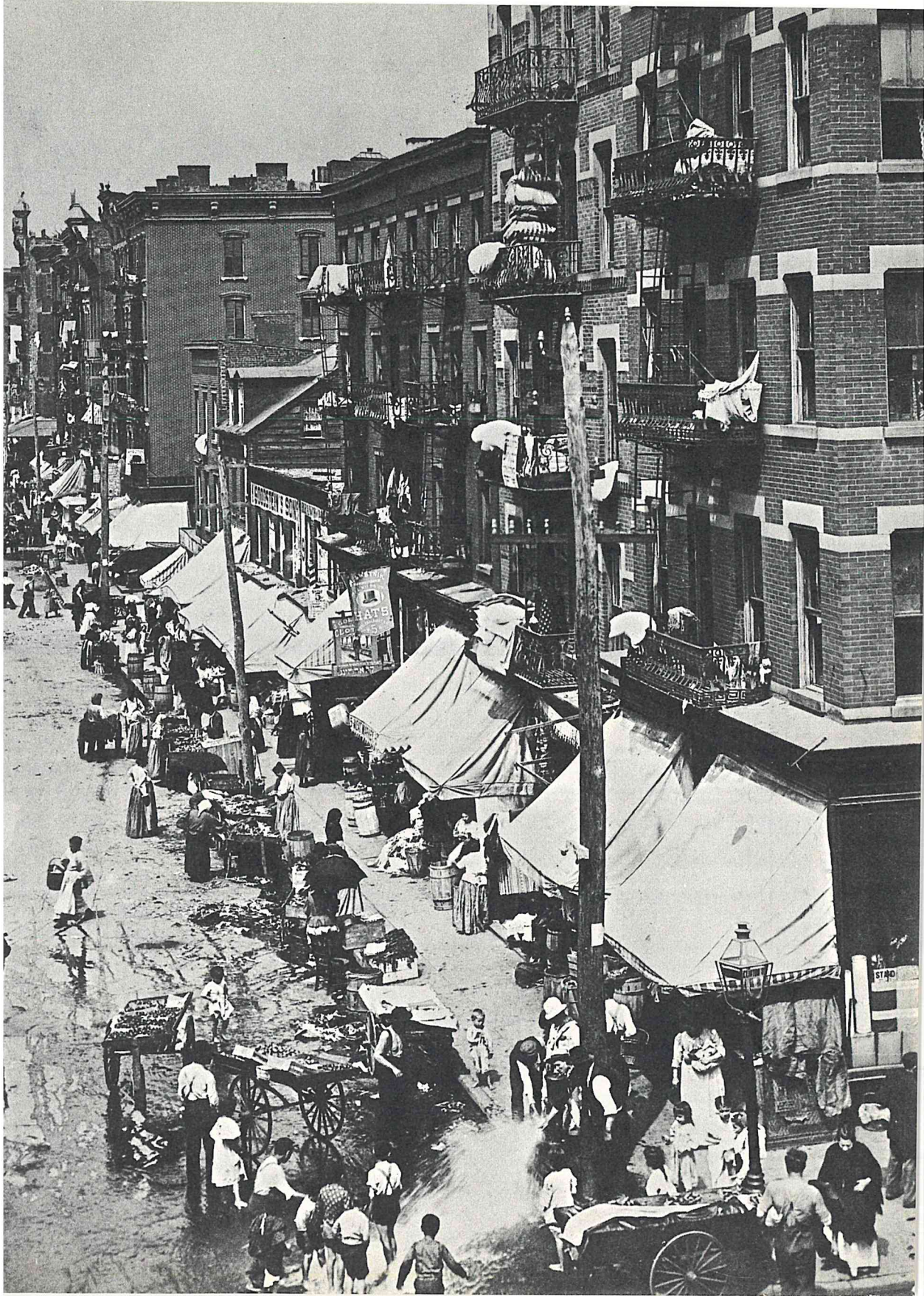
Elevators also helped to make higher buildings possible. For many people, walking up and down many flights of stairs would have been difficult.

The hotel was another kind of new building in cities. Large hotels were built partly because there were many salesmen who traveled regularly from city to city to sell goods from factories. Hotels provided comfortable places for them to stay. Still another kind of building was the office building. These were built for companies that wanted offices near the center of a large city.

Tall office buildings came to be called skyscrapers. The first skyscraper was the Home Insurance Building in Chicago. This building was finished in 1885 and it had ten stories. The first skyscraper in

**European immigrants who arrived in New York lived in crowded tenements like these. They bought food from pushcarts and street stands.**









New York at night in 1895. At left is an el train; at right, electric streetcars.

New York was the Flatiron Building. It was completed in 1902. Later, more and higher skyscrapers were built in New York, Chicago, and other cities.

#### Cities Provided Fresh Water

The ways of providing fresh water for people in cities also changed. In New York, at first, wells were dug. People brought pails to the wells to obtain each day's supply of water. Wells were not always safe sources of water, and besides, they could not provide enough water for all the people as cities grew larger.

Finally, the city of New York built

large storage areas for water, called reservoirs, outside the city. From the reservoirs, water was sent to the city in large pipes called aqueducts. In time, water was carried by pipes into most houses, apartment buildings, and office buildings. Other cities besides New York built reservoirs, and in those cities, water was also carried to buildings through pipes laid beneath the streets.

#### Fire and Police Departments Were Formed

Water carried in pipes was also used to fight fires. And changes were made in



the way buildings were protected against fire.

Even small fires were dangerous in cities. They could spread quickly among buildings that were close together. During the 1800's large sections of some American cities were completely destroyed by fire. One of the worst fires broke out in Chicago in 1871. Much of the city burned, and about 600 people were killed.

For many years, cities depended on groups of volunteer firemen. These men worked at other jobs, and they were called on duty only after a fire broke out. Often so much time was needed for volunteer firemen to gather at a fire that they could do little to save the burning building. Gradually, cities formed regular fire departments whose members were on duty all the time and who were paid for their work.

Before trucks were developed, fire equipment was pulled by horses. The wagon that carried hoses and pumps also had a huge boiler on it. The boiler was heated to obtain steam to run pumps that sprayed water on the blaze.

Along with fire departments, cities also formed regular police departments. At first, in some cities, policemen were on duty only during the day. But gradually all large cities hired policemen to be on duty all of the time.

### **Transportation in Cities Changed**

Changes were also made in transportation in large cities. Special cars, called

streetcars, were used. These streetcars, like railroad cars, ran on tracks laid on city streets. They were pulled by horses. At one time, more than 100,000 horses and mules were used to pull streetcars in American cities.

The streets of some cities became so crowded with streetcars, wagons, and buggies that railroads were built above or below the ground. Railroads called elevated railroads, or "els," were built on stilts above the ground.

The first el was built in New York in the 1860's. It was twenty-six blocks long, and it worked so well that it was soon made longer. Other els were built later in Chicago and in Boston.

Steam locomotives pulled the early el trains, and they scattered dirt and ashes along the streets. One person said that to travel on the elevated was to have a strange feeling of going through space. At night, "green and red fiery eyes stared ahead" as the elevated plunged into the darkness.

By the 1890's, cities throughout the nation began to use electric-powered streetcars. These cars received power from wires strung above the streets. The electric streetcars were warm in winter, they were not easily halted by snow, and they traveled faster than the streetcars that were drawn by horses. Later, els were run by electricity.

Other railroads called subways were built in tunnels below the ground. Boston had the first subway in America. A mile and a half of underground track was





**Bicycling was a popular sport for the whole family. This photograph was taken in 1896.**

finished in 1897. The first subway in New York was opened in 1904. More and more subways were built in New York until that city had the largest system in the world.

### **Family Life and Recreation Became Different**

Family life in a city was different from that on a farm or in a small town. On a farm, members of the family were together much of the time. Boys worked with their fathers in the fields and girls worked with their mothers in cooking meals, cleaning the house, and taking care of farmyard chores.

All members of the family ate their meals together. The children played games together because usually they

lived too far from another farm to see other children often. All the children attended the same school, where one teacher often taught all classes from the first grade to the eighth grade.

In a city, fathers and mothers, and the children who worked, usually had jobs in different places. All the members of the family were together only in the morning and at night after work was over.

Children of a city family often went to different schools. The younger children went to an elementary school, where each one had a different teacher. The older children went to a high school located in some other part of the city. Many children lived close together in a city. Each child in a family had his own friends to play with in the neighborhood.

Because of the products made in factories, many mothers in cities did not have to work as hard at home as mothers did on farms. Gas stoves, and later, electric stoves, were made in factories and sold in cities. When a family had such a stove, the mother and the children did not have to bring in wood to make a fire for cooking.

Canned foods could be bought in stores, and mothers did not have to can fruits and vegetables to preserve them for winter. They could also buy clothing in stores. They did not have to spend long hours making clothing by hand, as many women did before factories were built.

Water that was carried into homes through pipes made it easier to wash



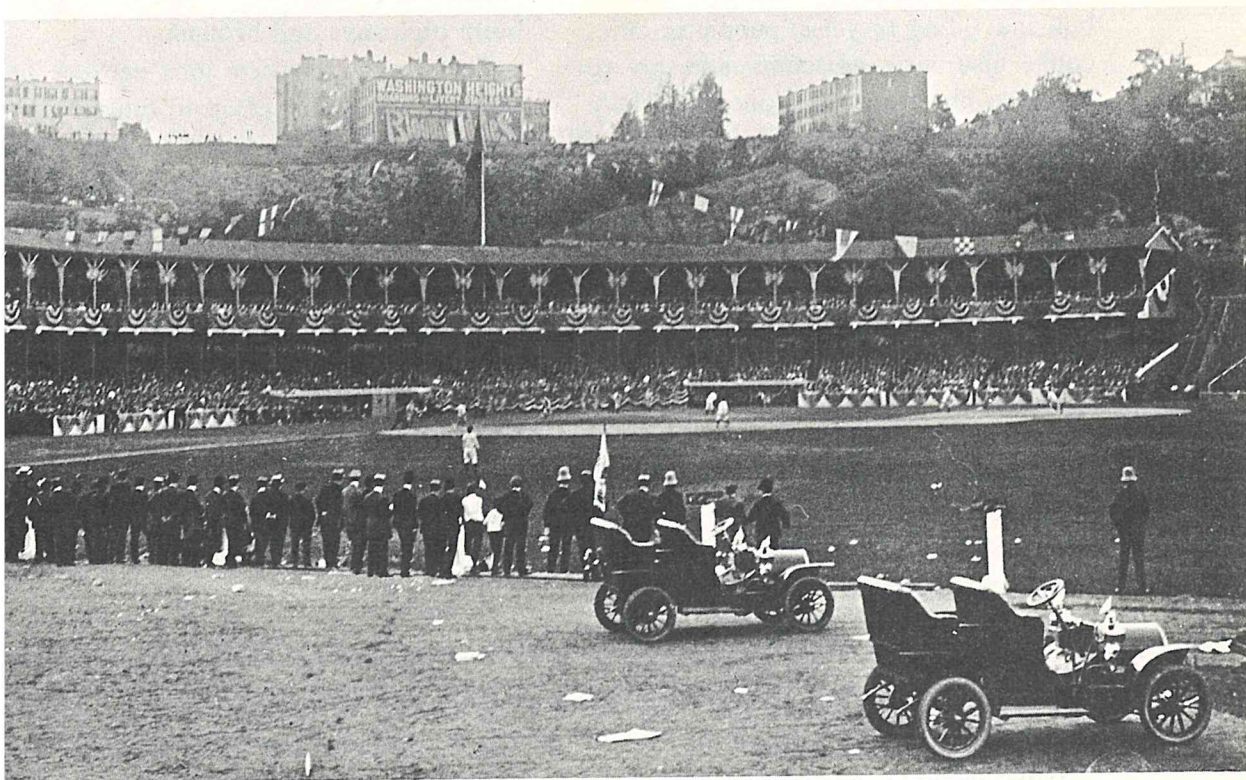
clothes. Mothers did not have to carry water for washing, as they did on farms. Many did not have to wash clothes by hand or use soap made at home. They used washing machines and soap produced in factories.

By 1900, women were able to spend less time keeping house. They had more time to do other things. Many women joined clubs. They had more time to read magazines and books. Some women worked in offices or in factories because they wanted to do something important

outside the home. Others worked because they wanted to bring in some money to help pay the family bills or to help buy a house for the family to live in.

In a city, families enjoyed many kinds of recreation. Some of the games people like today began after the United States became an industrial nation.

The game of baseball was developed and grew popular about the time of the Civil War. After the war, teams and leagues were formed in cities because there were many people to watch the



In 1904 baseball fans drove their cars to the edge of the outfield to watch the Giants play in New York's Polo Grounds. The ball park was torn down in 1964.



games. The first World Series was played in the 1880's.

Football and basketball and hockey became sports that many people in cities liked to watch. Ways had to be found to produce in factories the many kinds of equipment used in these sports. Ways were found to produce rubber that would stretch easily; bicycles could then have tires filled with air. These were more comfortable to ride than earlier bicycles, which had tires made of hard rubber. Many people in cities once rode bicycles to get to their jobs.

Besides watching games such as baseball and riding bicycles, people in cities could also visit museums and go to theatres, libraries, and concerts. There were libraries in cities for the use of both children and adults.

## FACTORIES AND CITIES MADE NEW JOBS

After the United States became an industrial nation, there were more jobs for everyone. There were many new kinds of work to do, and new ways in which people could earn a living.

In colonial times most men were farmers. A few men who lived in cities and towns were merchants, while others were craftsmen. That is, they worked at such jobs as building ships, forging simple tools, and weaving cloth.

When factories were built, men continued to be farmers, merchants, and shipbuilders. But tools and cloth were

made in factories by machines, and so were many other products that once had been made by hand. Men who worked in factories had to learn to run machines.

Many men in cities and towns became salesmen. These men traveled by train all over the nation, selling products made in factories. Later, when factories produced automobiles, salesmen used them in their travels.

The automobile made many new jobs possible. Men were needed to sell them. Gasoline service stations were needed, and men found jobs in shops that repaired cars. Men were also needed to build highways and bridges.

There were also new jobs because of changes that took place in cities. Men were needed to work with steel, concrete, and glass to construct high buildings. When pipes were laid to carry water to homes and other buildings, plumbers were needed. Men became electricians after factories began to use electricity for power and when electricity was used to supply light for streets and buildings.

By the early 1900's, hundreds of new types of jobs were started because of factories and cities. These new jobs helped to make America the land of opportunity.

## AMERICAN FARMS CHANGED

The growth of factories in the United States changed farms as well as cities. Factories produced machines that made farming easier.

During the 1800's, a new kind of plow,



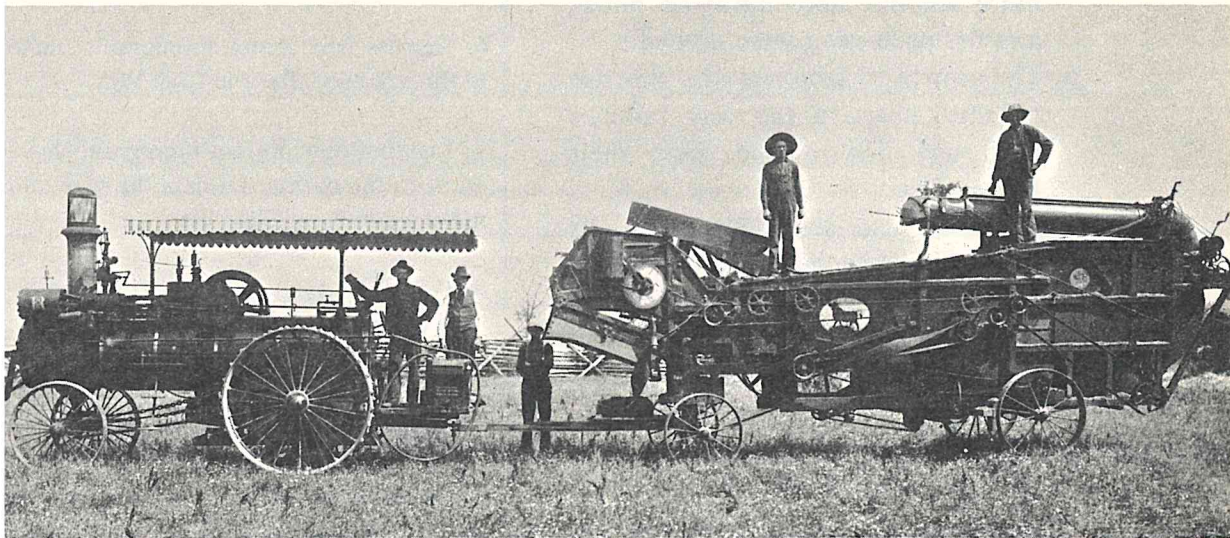
made of steel, was produced for farmers. Such a plow enabled them to work larger farms. These larger farms meant that more grain could be raised. Machines to reap, or cut, the grain were also invented. These machines were improved so that they not only cut grain, but they also gathered it into bundles and tied them with twine. Threshing machines, which separated kernels of grain from the stalks, also were improved. Steam engines supplied power to the threshing machines.

For many years, plows as well as reapers and other machines were pulled by horses. But after 1900, tractors with gasoline engines gradually took the place of horses on farms. Like automobiles, these tractors were made in factories.

Henry Ford, who grew up on a farm, knew how important the change from horses to tractors was. "I have followed many a mile behind a plow and I know all the drudgery of it," he said. "What a waste it is for a human being to spend hours and days behind a slowly moving team of horses when in the same time a tractor could do six times as much work!"

More and more farmers also used automobiles. When farmers had only horses and wagons, they usually went to town less than once a week. With cars, they could go more easily and more often. They could go farther on Sundays and on holidays to visit friends. Farm life became less lonely than it was before America grew into an industrial nation.

With farm machinery to help grow



Oregon farmers with a threshing machine (at right) and its steam-powered tractor.



crops, fewer people were needed to work on farms. Many boys and girls who grew up on farms went to cities to find jobs after they finished school. By 1920, more people in America lived in cities than on farms.

### **The Main Points in This Chapter**

1. Until 1920 cities grew more rapidly in the North than in the South and West because the number of factories increased much more rapidly in the North.
2. Millions of immigrants came to the United States, settled in cities, and found jobs in factories, mines, and shops.
3. Cities grew larger, with skyscrapers made of steel and reinforced concrete.
4. The growth of cities meant that larger water supplies, better transportation, more schools, and improved police and fire protection were needed.
5. The growth of factories and the rise of cities changed the way families lived and how people spent their leisure time.
6. Factories also provided new kinds of jobs for Americans.
7. Farm life was changed and made easier by new farm machinery, and fewer people could farm more and more land.

### **What Comes Next in the Story**

By becoming a nation of factories, the United States becomes powerful throughout the world.

### **TO HELP YOU UNDERSTAND**

1. Study a city, perhaps the largest city in your state, or the city nearest to you. Decide what things make this city a good place in which to live. Decide also what things could be improved.
2. On an outline map of Europe, color and label the countries from which many immigrants came to the United States.
3. Find out from what countries your ancestors came. Discuss your findings.
4. Study the picture on page 305. Compare the method of fighting fire shown in the picture with the methods used today.
5. Make a two-column comparison chart of "Family Life on the Farm" and "Family Life in the City." List as many differences in ways of living as you can.
6. Discuss why many immigrants came to this country after the Civil War.
7. List the contributions immigrants have made to the nation. Discuss the lists and make a combined class list.
8. Report on one of the books you have read during your study of this chapter.

#### **Books to Read**

Blackstock, Josephine. *Jane Addams*.  
"Real People Series."  
Richardson, Ben. *Great American Negroes*.  
Shippen, Katherine. *Andrew Carnegie and the Age of Steel*.  
Taylor, Sidney. *All-of-a-Kind Family*.



## ANOTHER LOOK AT UNIT 6

### Write a Description

Write a description of Abraham Lincoln as a boy and as a man. Think of adjectives to describe his character.

### Play a Guessing Game

Write two or three sentences of information about each of the men listed without giving his name: John C. Calhoun, Henry Clay, Daniel Webster, William L. Garrison, Frederick Douglass, Abraham Lincoln, John Brown, Robert E. Lee, Ulysses S. Grant, William T. Sherman, "Stonewall" Jackson, Jefferson Davis. Divide the class into two teams and select a leader to read the sentences aloud. Take turns guessing the name of the person.

### Draw a Frieze

Choose some classmates to work with you to make a frieze showing the stages in which the last West was settled.

### Plan a Program

Plan to present a program of cowboy songs. Learn some songs, such as "The Chisholm Trail."

### Have a Debate

Choose a classmate with whom you can debate the subject: *Resolved*, That Andrew Carnegie contributed more to America than did John D. Rockefeller.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line or about the invention you think most important and prepare a report about it.

1790 First cloth factory in America

1793 Whitney invented cotton gin

1800

1814 First steam locomotive, England ★

1820 Missouri Compromise

1825 First railroad, England ★

1831 Mechanical reaper invented

1844 Morse invented telegraph

1847 Liberia established ★

1850 Compromise of 1850

1853 Livingston began trip across Africa ★

1856 Bessemer process, England  
Slavery dispute in Kansas

1860 Lincoln elected President

1861 Civil War began

1862 Emancipation Proclamation announced

1865 Civil War ended

1867 Rockefeller formed Standard Oil Company

1869 Transcontinental railroad completed  
Suez Canal opened ★

1873 Carnegie entered steel industry

1876 Bell invented telephone

1879 Edison produced light bulb

1885 First skyscraper, Chicago  
Pasteur developed pasteurization of milk ★

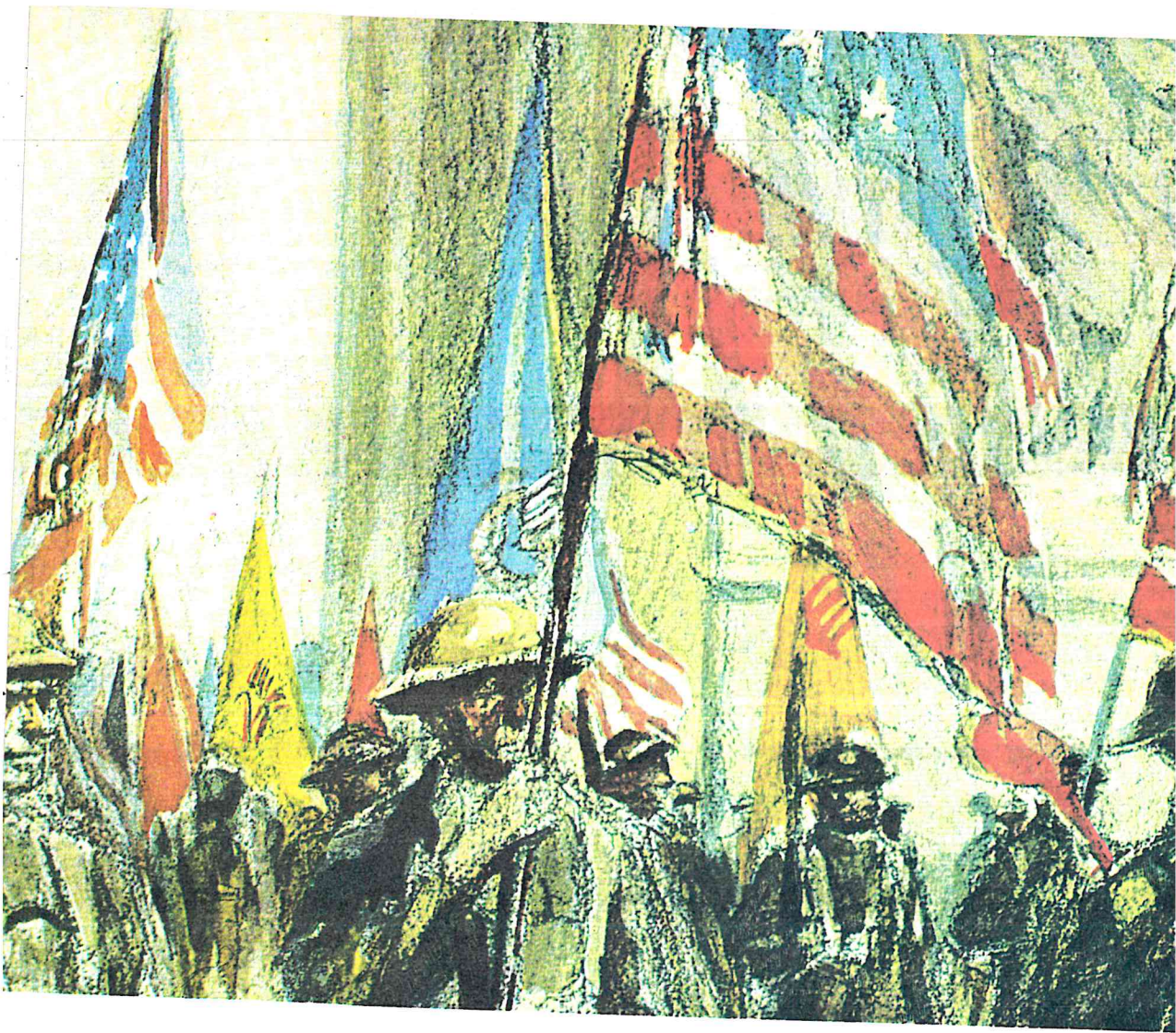
1892 First gasoline tractor

1897 First subway, Boston

1900

1903 Ford began automobile company



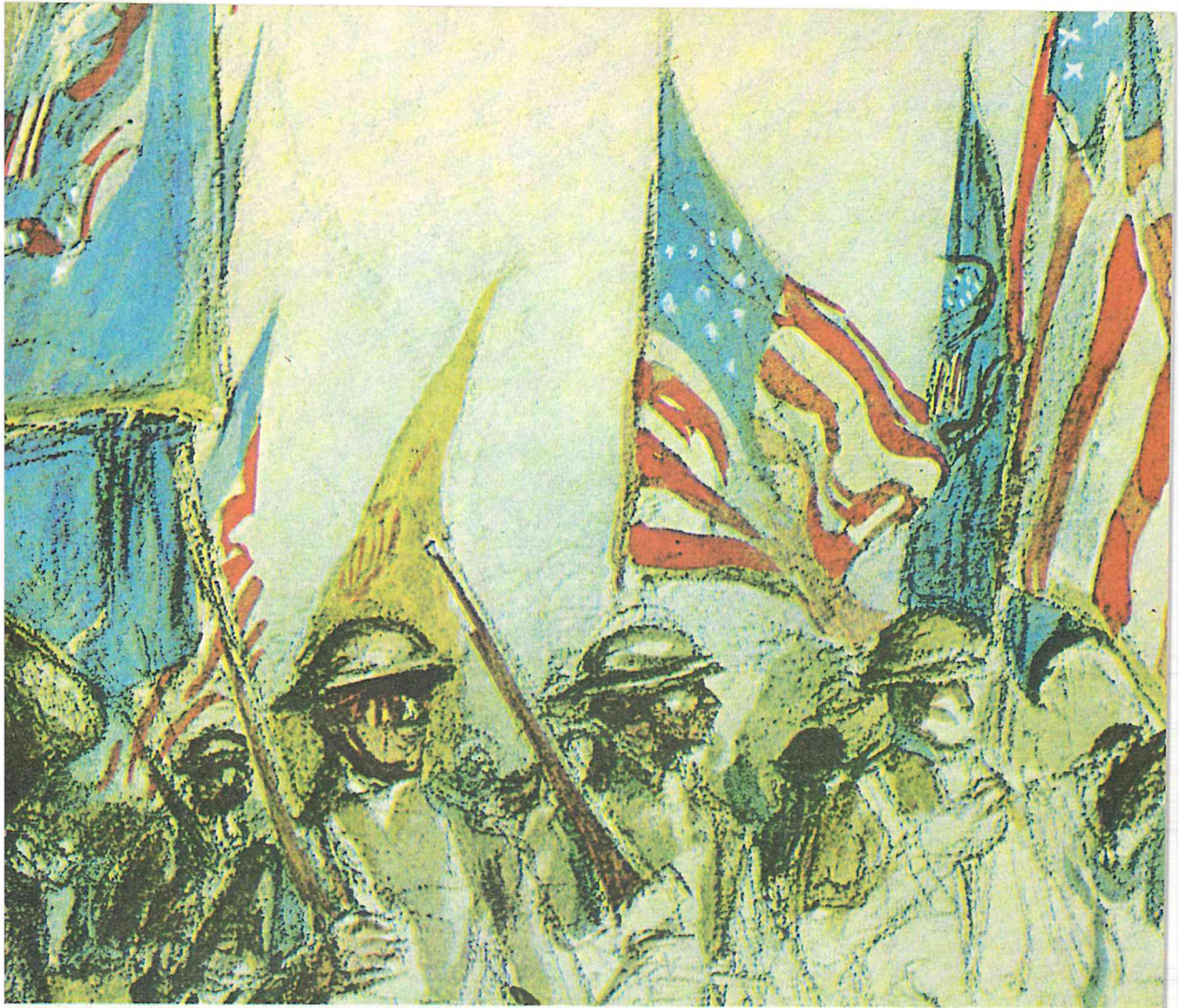


# UNIT 7

## THE UNITED STATES BECAME A WORLD LEADER

**UNIT THEME:** As an industrial nation and world leader, the United States met new problems.





**The United States was tested by war in the 1900's. American soldiers, shown in a victory parade in 1918, helped England and France defeat Germany in the First World War.**

During the 1900's, the United States gained new lands, and became a leader among the nations of the world. As a world leader, the nation took part in two world wars and a war in Korea. It helped strengthen other nations to prevent the spread of Communism in many parts of the world.

Within the nation, cities and industries continued to grow, and new machines and new products affected the lives of many people. Science developed new means of communication and transportation, and made possible the exploration of space. The nation also faced the problems of saving natural resources, caring for the health of people in crowded cities, helping people who were out of work, and securing rights for all Americans.







## CHAPTER 24

# THE NATION GREW POWERFUL

How did trade develop between the United States and countries of Asia? When and how did the United States gain territory outside its borders?

How did America improve relations with Central and South America?

Why did the United States take part in a war in Europe?

This chapter answers these questions.

### AMERICA TRADED WITH ASIA

The growth of factories made the United States one of the most powerful nations

**Building the Panama Canal was one of America's biggest construction jobs. Steam shovels and trains moved over 72 million tons of earth.**

in the world. By 1900, it produced more iron and steel and had more railroads and more factories than any other nation.

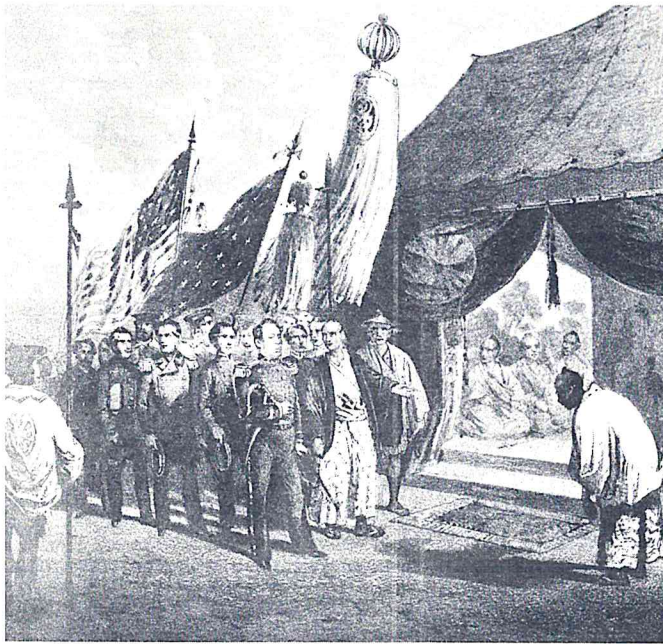
As a great industrial nation, the United States made many goods to trade with other nations. Americans especially wished to trade with countries of Asia, for they believed that this exchange of goods would bring the United States important products as well as profits.

### Trade with China Began in the 1700's

During colonial times England did not permit Americans to trade with Asia. After the War for Independence, the United States began to trade with China.

The first ship to make the trip from the United States to China was the *Empress of China*, which sailed from New York harbor in January, 1784. The trip





**Commodore Matthew C. Perry and his officers are welcomed by Japanese officials in 1853.**

was successful, and those who outfitted the ship made a good profit. Soon many merchants sent ships to China.

Some ships sailed eastward across the Atlantic Ocean and around Africa to reach China. Others sailed around South America and picked up furs and other goods in what are today the states of Washington and Oregon. Then they crossed the Pacific Ocean to China.

The best and the fastest vessels to make the long journey to China were the American clipper ships. They moved swiftly through the water because they were long and narrow and carried many sails. Twice, clippers sailed from New

York around South America to San Francisco in eighty-nine days. This was faster than a steamship could make the trip. The clipper ships were the fastest sailing ships of all time.

In 1842, America made a treaty with China so that trading there would be easier. The treaty said that Americans could trade at certain ports in China and that the Chinese government would not interfere with the trade. This treaty marked the beginning of a long friendship between the American people and the Chinese people. That friendship continued until 1949, when the Communists took over China.

### **Trade with Japan Was Begun**

Merchants in the United States also wanted to trade with Japan. But for a long time that nation would have nothing to do with the United States nor with any country of Europe. The people of Japan wanted to be left alone.

In 1852, the United States government decided to send navy ships to Japan to see if that nation would make an agreement to trade with America. Commodore Matthew C. Perry was in command of the ships. Besides having sails, some of the ships also had steam engines.

People in the United States and in Europe were very interested in the journey of American ships to Japan. Because no country traded with Japan, little was known about that nation. To many people it seemed that Perry and his ships were making a journey into another



world. A newspaper in England compared the expedition with a balloon that was "to sail off to one of the planets."

Perry's four black warships reached Japan in July, 1853, and sailed into the Bay of Tokyo. The Japanese people were astonished. They had never seen ships move without the help of sails.

After presenting gifts to important Japanese leaders, Perry asked that trade be opened between the United States and Japan. He knew that the Japanese wanted time to think this over, so he sailed away and returned the following year. Japanese and American officials met on board an American warship.

A huge banquet was prepared. The Americans gave the Japanese a small model of a steam locomotive and a small telegraph set. These gifts delighted the Japanese. At the end of the celebration, a Japanese official threw his arms around the neck of Commodore Perry and exclaimed, "Japan and America, all the same heart."

A treaty was made. It marked the beginning of important trade and friendship between the American people and the Japanese people.

THE UNITED STATES  
GAINED NEW TERRITORY

Another thing that helped to make the United States powerful was the new territory it gained outside its borders. Some of this territory was in North America, along the Pacific coast. Some of it con-

sisted of islands in the Pacific, located far from the United States.

As you remember, Russia had a claim to territory in North America. Part of this land was Alaska.

In 1867, Russia offered to sell Alaska to the United States. William Seward was Secretary of State in the national government; he was in charge of business that the United States had with other countries. When Seward learned that Russia was willing to sell Alaska, he quickly made a treaty with Russia to buy it and the Aleutian Islands, which stretch westward from Alaska. The American government agreed to pay about seven million dollars for the territory.

According to the Constitution of the United States, a treaty must be approved by the Senate. Some senators did not want the United States to buy Alaska. Because they believed that the region was cold all the time and that it was worthless, they called Alaska "Seward's Ice Box." The Senate, however, finally agreed to the purchase. The treaty was approved, and Alaska became an American territory.

An American author, Bret Harte, predicted a great future for Alaska:

All along this recent purchase,  
And, unless the stories fail,  
Is every fish from cod to whale;  
Rocks, too, mebbe quartz; let's see—  
T'would be strange if there should be—  
Seems I've heered such stories told;  
Eh!—why, bless us—yes, it's gold!



Harte was right. In the 1890's, gold was discovered in Alaska. Thousands of miners from the United States and other countries rushed there, just as men had rushed to California in 1849. Later, settlers moved to Alaska and found that the waters off the coast were rich in many kinds of fish. William Seward had made a wise purchase, for Alaska became a valuable territory. In 1959, Alaska became the forty-ninth state.

### **The United States Took Over the Hawaiian Islands**

Early in the 1800's, American trading ships on their way to China began to stop for supplies at the islands of Hawaii (həwī'ē), located about two thousand miles west of California. Later, missionaries from the United States went to Hawaii to teach the Christian religion to the people. Men from the United States also started plantations to grow sugar.

Many Americans who went to Hawaii wanted it to belong to the United States. Finally, in 1898, the United States took over the islands, and Hawaii was made a territory like Alaska. Later, in 1959, Hawaii became a state.

Pineapples, sugar, and other valuable products are grown in Hawaii. These are sent to other parts of the United States. Pearl Harbor, one of the nation's most important bases for warships, is located in Hawaii.

Besides Hawaii, the United States also gained other territories in the Pacific, such as the islands of Midway and Wake.

### **The Nation Gained Territory through War**

At about the time the United States obtained Hawaii, it also became especially interested in Latin America. Latin America is the name given to lands in the Western Hemisphere in which Spanish, Portuguese, or French is the main language used by the people. Latin America includes Central America, South America, islands in the Caribbean Sea, and the country of Mexico.

In 1898, the people of Cuba were fighting a war against Spain. The island of Cuba had belonged to Spain since Columbus discovered America. Now, the Cubans were trying to win their independence from Spain. The United States decided to help them.

One reason the United States decided to help the Cubans was that an American warship, the *Maine*, was blown up in the harbor of Havana, a large port in Cuba. Although no one knows to this day what caused the *Maine* to explode, more than 250 Americans were killed, and many people blamed Spain for the explosion. The President of the United States asked Spain to give Cuba its independence. When Spain refused, the United States went to war.

The purpose of the war was to make Cuba independent from Spain. Congress said that the United States did not wish to make Cuba part of its territory.

The war, called the Spanish-American War, lasted less than four months.





Transportation was a problem for the miners who arrived in Alaska in the 1890's seeking gold. The prospectors in this picture used a sled pulled by angora goats.

American soldiers won battles in Cuba, and the Spanish army there surrendered in July, 1898. Ships of the American navy defeated Spanish ships that tried to escape from the port of Santiago (san'ti ä'gō), Cuba. Other American ships won a victory over a Spanish fleet in the Philippine Islands, in the Pacific Ocean.

More American soldiers died in Cuba from sickness than from wounds in battle. Much of the food they ate was so bad

that it made them ill. In addition, many soldiers suffered from yellow fever.

Doctors from the United States carried out experiments to find the cause of yellow fever. Dr. Walter Reed discovered that yellow fever was carried from person to person by a certain kind of mosquito. Swamps and other wet places where mosquitoes lived were drained or cleaned up. With the mosquitoes gone, yellow fever disappeared.

After the Spanish-American War,



Cuba became a free and independent nation. But from the war, the United States gained the island of Guam in the Pacific and the island of Puerto Rico in the Caribbean. Puerto Rico became an American territory, and it was allowed to have its own legislature to make laws for the island.

### **The Philippine Islands Became a Free Nation**

The Philippine Islands had belonged to Spain since the time of Ferdinand Magellan. After the Spanish-American War, the United States did not know what to do about the islands. People were uncertain about whether the Philippines should be given back to Spain, or be free and independent, or become an American territory.

Finally, President William McKinley decided that the United States should make a treaty with Spain saying that the Philippines would be a United States territory. The Senate had to approve the treaty.

Some senators disapproved of making the Philippines a territory of the United States. Others said that the United States should approve the treaty and help the Philippine people to learn to govern themselves. Still others said that because the United States had become one of the most powerful nations in the world, it needed bases for its navy in the Pacific. The harbors in the Philippines would provide these bases.

The Senate finally approved the treaty.

Under the rule of the United States, the people of the Philippines started factories, became good farmers, and most important of all, learned to govern themselves. In 1934, Congress made a law saying that the Philippines would be free after a certain time had passed. On July 4, 1946, the Philippines became an independent nation.

### **America Gained Land for a Canal**

During the Spanish-American War, a United States warship in the Pacific was needed to help fight Spanish ships in the Caribbean Sea. This ship, the *Oregon*, was ordered to sail as quickly as possible to the Caribbean. The ship had to sail far south along the coast of South America, through the Strait of Magellan, and then north to Cuba. The *Oregon* had to travel thousands of miles, but it arrived in time to fight the Battle of Santiago.

To many people in the United States the long journey of the *Oregon* proved the need for a shorter route between the Pacific Ocean and the Atlantic Ocean. They said that a canal should be dug in Central America to connect the two oceans. With a canal, warships could be sent more quickly from one ocean to the other in time of war. Merchant ships could also use such a canal, and it would be cheaper and faster to send goods between United States cities on the east coast and those on the west coast.

The need for a canal to connect the Atlantic and the Pacific had been known for many years. During the 1800's, a



company formed in France had tried to dig one, but the company did not finish the work. After the Spanish-American War, the United States decided to dig a canal. The narrowest strip of land between the Atlantic Ocean and the Pacific Ocean was the Isthmus of Panama. Plans were made to dig the canal there.

In 1904, the nation of Panama sold the United States a strip of land across the Isthmus of Panama for a canal. This land became known as the Canal Zone.

The United States sent thousands of men and much heavy machinery to Panama to dig the canal. The men had to work in very hot weather and move great rocks and millions of tons of dirt to complete the job. Swamps had to be drained to get rid of mosquitoes that carried yellow fever and malaria so that the Canal Zone would be a healthy place in which to live and work. Ten years were needed to finish the canal; it was opened in 1914.

The Panama Canal has been of great value to the United States during times of peace and times of war. Merchant ships and warships daily move through the canal from one ocean to the other. It has helped the trade of other nations, too, for ships of many countries use the canal.

## PROBLEMS AROSE IN LATIN AMERICA

During the years after the Spanish-American War, the United States did

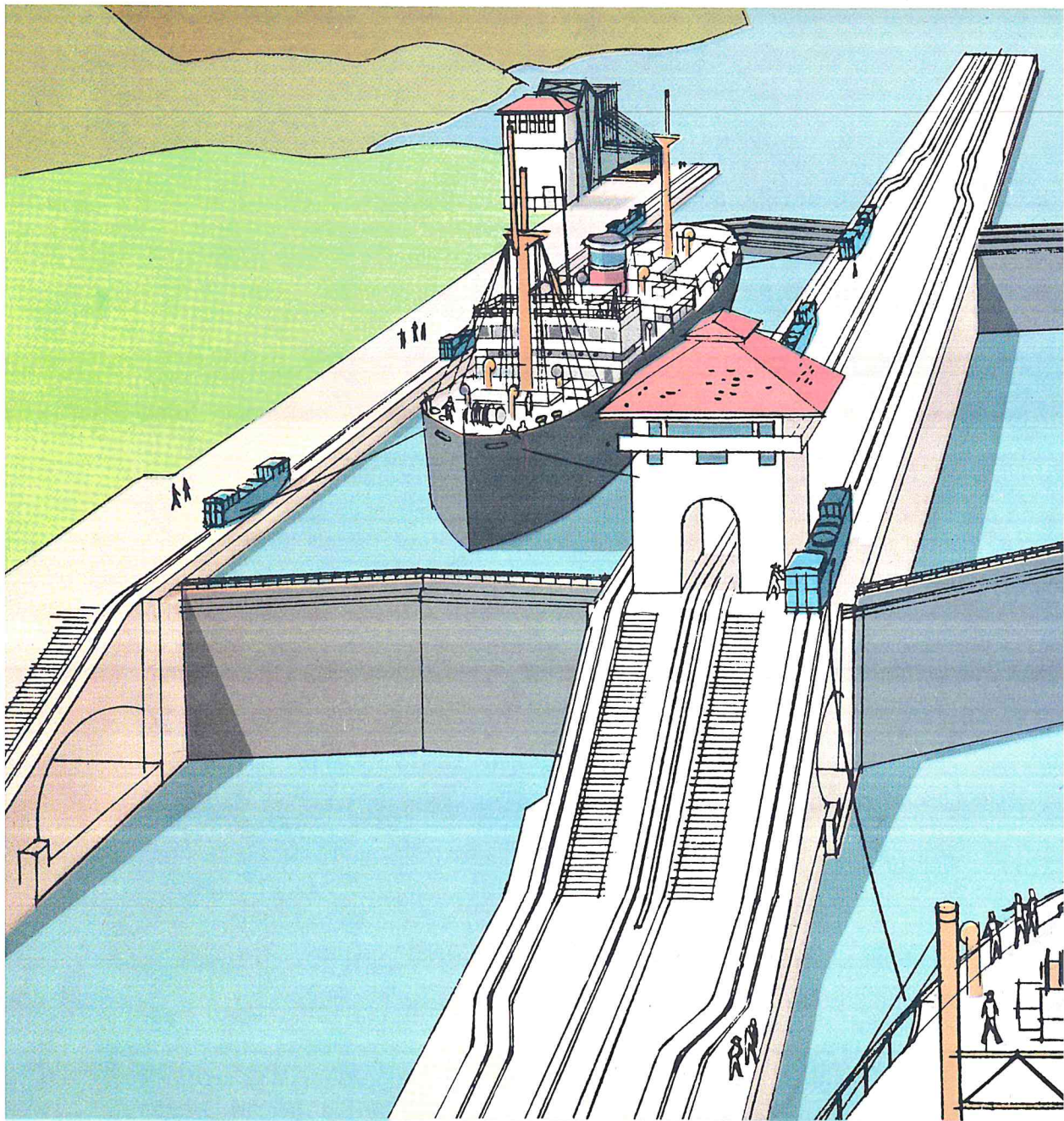
not always get along well with nations of Latin America. Often, the government of the United States acted as a policeman, and it interfered with some of the smaller Latin American countries.

Several times, the United States sent soldiers to Cuba to keep peace on that island. At other times, when some Latin American countries owed money to nations in Europe, the European nations said that they would take over the countries and make them colonies. The United States prevented this. It promised the European nations that the debts would be paid, and the United States collected taxes in Latin American countries to pay the debts.

The Latin American countries were often unhappy with their big and powerful neighbor, the United States. As independent nations, they did not like Americans telling them what to do. They especially disliked the American policy of sending soldiers to keep peace.

Gradually, the United States and the Latin American countries became better friends. Meetings were held at which men from all the countries discussed trade and other problems the United States and Latin America shared. The United States agreed not to interfere with Latin American countries. Friendliness among the nations of the Americas became known as the Good Neighbor Policy. Today, the United States lends money to Latin American nations to help them build industries in their cities and to grow more food on their farms.

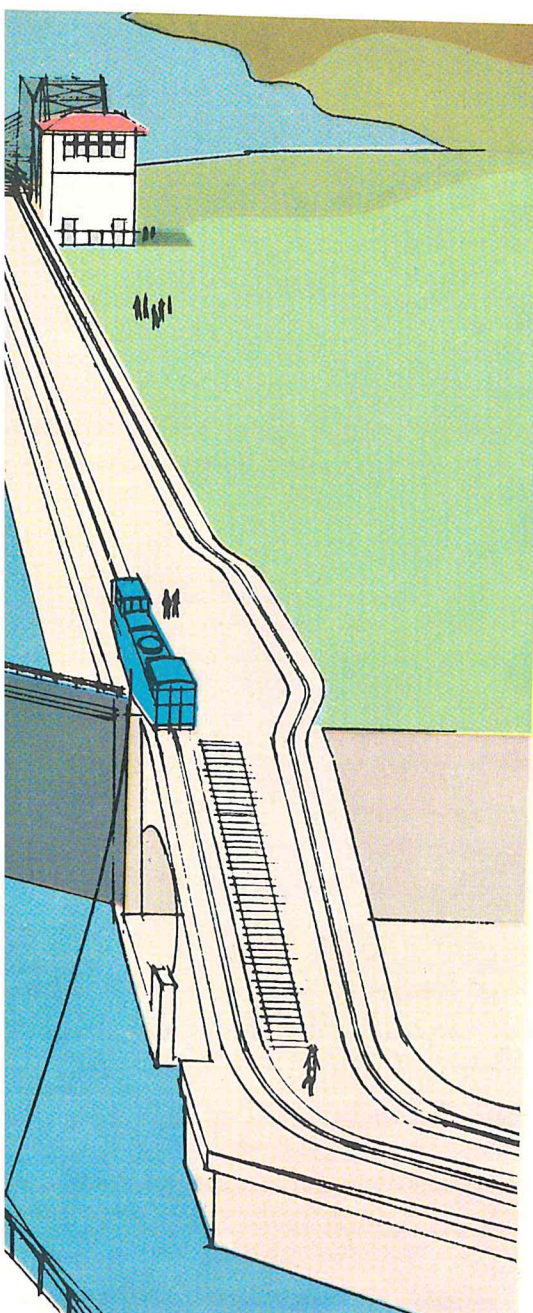




## THE PANAMA CANAL

As the map at right shows, the Panama Canal saves ships from having to sail around South America. The 51-mile-long canal includes three sets of locks and two lakes that are above the level of the oceans. In the drawing above, the ship in the lock at left is being lowered from one of the lakes. After water is pumped out of the lock, the front gates will be opened and the ship will sail on through the canal. The ship at right is entering a lock; water will be pumped into the lock until the ship is raised to the level of the lake beyond. Electric locomotives tow the ships through the locks.





## THE NATION FOUGHT A WAR IN EUROPE

In 1914 war broke out in Europe. Austria and Germany were on one side, and Russia, France, and England were on the other. Later, Italy joined the nations fighting Germany. The war is called the First World War.

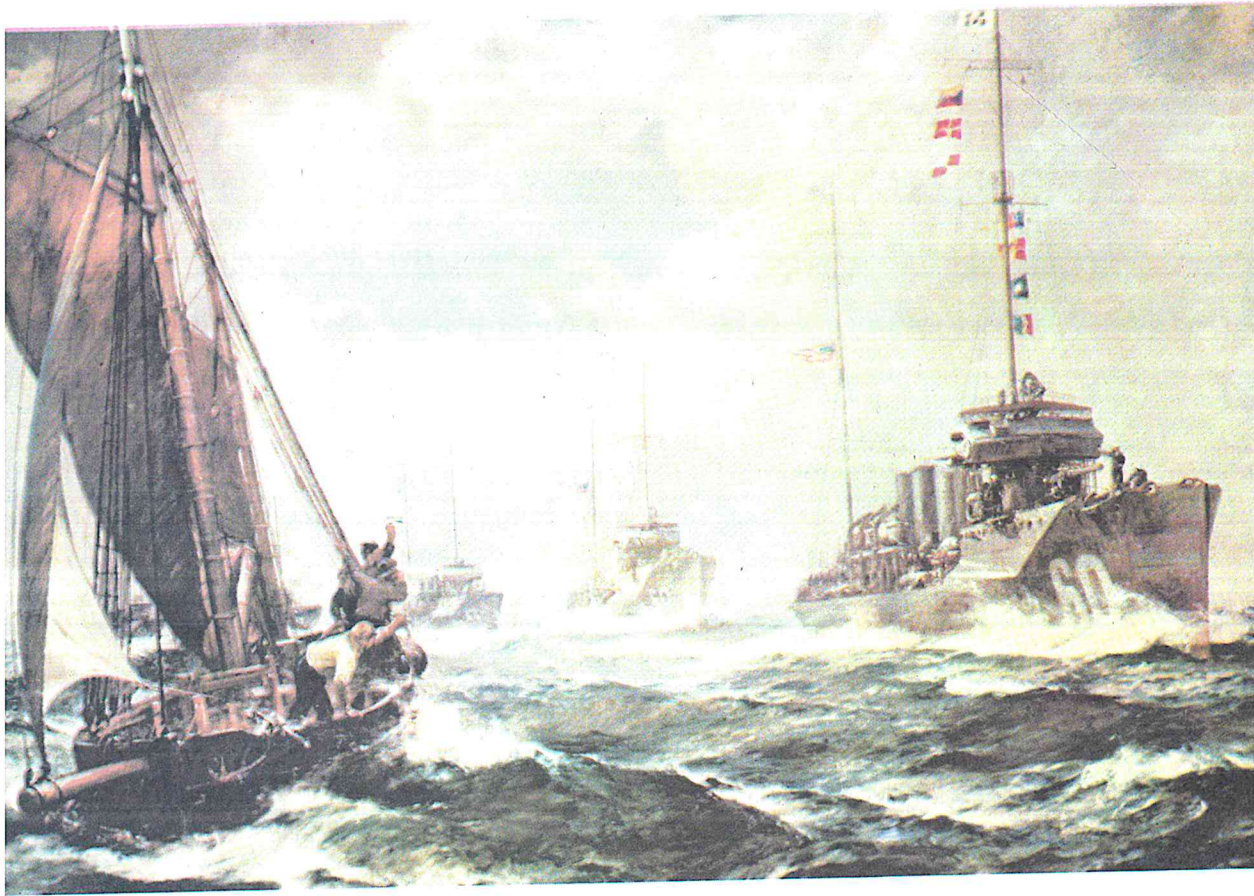
The United States had become a powerful nation, but it wished to stay out of the war. Led by President Woodrow Wilson, the United States tried to treat the nations on both sides as friends.

The United States found it hard to remain friendly to both sides. English warships captured American merchant ships carrying goods that Germany needed. German submarines sank American ships that were carrying goods to England, and some Americans were killed in the attacks. At the same time, men working for Germany damaged factories in the United States that were making goods to sell to England. Germany refused to order its submarines to stop sinking American ships without warning. Finally, in April, 1917, the United States declared war against Germany.

Hundreds of thousands of American soldiers were sent to camps to prepare for the fighting across the ocean. Soon, soldiers were sent to France. Under the command of General John J. Pershing, they helped England and France to win the war.

Americans of all races, colors, and creeds helped the country in the First





**American warships like these destroyers hunted down German submarines that tried to sink cargo ships carrying war supplies to Europe during the First World War.**

World War. They fought in the armed forces, worked in factories to make war equipment, and grew food for the nation. Many workers and soldiers had been born in America. Many others were immigrants or children of immigrants from countries that during the war were enemies of the United States. They loved their adopted nation and wanted to work and fight for it. Thousands of Negroes

moved to cities from farms and small towns to work in industries. Many other Negroes fought in the United States army.

When the fighting ended, President Wilson went to France to help write a treaty of peace. He hoped that it would be possible to have lasting peace among nations. He persuaded the leaders of England, France, and other nations to form an organization called the League



of Nations. As members of the League, the nations agreed that they would settle quarrels without going to war.

When President Wilson returned from France, he asked the Senate to accept the peace treaty and to vote that the United States should join the League of Nations. Many members of the Senate and many people in the country believed that if it joined, the United States would have to take part in the affairs of Europe—including any quarrels that might develop. The Senate voted that the United States should not join the League of Nations.

### The Main Points in This Chapter

- . As an industrial nation the United States had many goods to trade, and started trade with countries in Asia.
- . The United States gained new territory by purchasing Alaska and by taking over the Hawaiian Islands.
- . The nation helped Cuba win independence from Spain and, as a result of the war, obtained the Philippine Islands, Guam, and Puerto Rico.
- . The United States built the Panama Canal and, to help solve problems in Latin America, established the Good Neighbor Policy.
- . The United States helped to win the First World War, but refused to join the League of Nations.

### What Comes Next in the Story

The United States works to solve its problems at home.

### TO HELP YOU UNDERSTAND

1. List the products that the United States wanted to exchange with China after a trade treaty was made between the two nations in 1842.
2. Make a chart naming the products that come from Hawaii, Alaska, and Puerto Rico today. You may illustrate the chart.
3. On a map of the world show the routes that early merchant ships followed to China and Japan. Show how these routes were shortened by the opening of the Panama Canal.
4. Use a geography book and an encyclopedia for information about Alaska and Hawaii. Compare the location, climate, land, and resources of these two states.
5. Give a report on Walter Reed and his work to find the cause of yellow fever.
6. Study the diagram of the Panama Canal on pages 326–327. Explain how a ship is taken through the canal.
7. Use a world map to locate Hawaii, the Virgin Islands, the Philippine Islands, Guam, and Puerto Rico. Tell how the United States obtained each territory.

### Books to Read

- Breetveld, Jim. *Getting to Know Alaska*.  
Lipkind, William. *Boy of the Islands*.  
Markun, Patricia M. *The First Book of the Panama Canal*.  
Ungermann, Kenneth A. *The Race to Nome*.







## CHAPTER 25

# A NATION OF FACTORIES HAD NEW PROBLEMS

What important problems did the nation have during the early 1900's? What was done about these problems? Why were the years between 1920 and 1929 important ones? How did Americans solve the problems of the hard times in the 1930's? This chapter answers these questions.

### NATURAL RESOURCES NEEDED PROTECTION

During much of the 1800's, the United States had problems of gaining new land, settling the frontier, and holding

As big cities such as New York, shown here, grew more crowded, problems arose about the health and working conditions of the people.

the Union together. As the United States grew into an industrial nation and became more powerful, it had a whole new set of problems to solve.

One problem had to do with the conservation of natural resources. Conservation means the wise use of such resources as minerals, soil, and forests.

The early pioneers in America found thousands of acres of rich farmland and good timber. In many places, great treasures of iron ore, coal, oil, and other minerals lay beneath the earth. There was so much of everything that it seemed as though the supply would last forever. As a result, many resources were wasted.

Farmers planted the same crops on the same land year after year. They did not use fertilizer, and thus no plant food was returned to the soil. When the





**Theodore Roosevelt at Yosemite National Park.**

soil no longer produced good crops, farmers moved to the frontier and started new farms. In order to clear land for planting, farmers cut down much of the forest.

The growing nation needed much lumber for building. Lumbermen took the best timber from the forests, and in their haste, they did not plant new trees

to replace those that they cut. Careless lumbermen left brush and branches from the trees in the forest. These fed great fires that destroyed thousands of acres of forests.

Trees growing on mountains and on hilly land help to slow down rain water as it runs down the slopes. As forests were cut, rain water ran down slopes freely and rapidly and carried soil with it. Eventually, the soil was carried into rivers, where it was lost. And because the rain water was no longer slowed down, it filled rivers, causing them to overflow and flood farms, towns, and cities.

### **Laws Were Made about Conservation**

For many years, people paid little attention to the waste of soil, trees, and other natural resources. But after the last West was settled there was no more new land to which farmers could move. The supply of lumber for building houses and other buildings grew smaller. Rivers grew muddy from the soil that had washed into them.

Toward the end of the 1800's, some people became concerned that America's natural resources were disappearing rapidly. They urged that something be done to conserve them.

Members of Congress also grew interested in conservation. Congress passed laws saying that certain forested lands belonging to the national government would not be sold. These lands would become national forests, and the trees would be kept for use in later years.



When the trees were cut, more would be planted so that there would always be a good supply of timber.

In addition, Congress established a number of national parks. People could use the parks for camping and for recreation. The animals and the trees in the parks would be protected.

### **Theodore Roosevelt Helped Conservation**

During the early years of the 1900's, Theodore Roosevelt was President. He worked to save the nation's resources.

Theodore Roosevelt was interested in conservation because he enjoyed the out-of-doors and liked to lead an active life. Before he became President, he lived for a time on a ranch in the West, where he helped in cattle drives and in the yearly roundup. Roosevelt enjoyed sailing, rowing, wrestling, hunting, and many other sports. He also liked to study plants, and at one time he thought of becoming a scientist. But instead, Roosevelt served his state and nation in public office. He became governor of New York and, later, President of the United States.

As President, Theodore Roosevelt wrote articles for magazines and made speeches to point out the need to conserve natural resources. While he was President, Congress voted to spend money to build dams on rivers in the West to help prevent floods. Water stored behind the dams could be used by farmers to irrigate their fields. Land that was rich in mineral resources was set aside by the national government. Other

laws said how much of the minerals could be taken from the land by companies given the right to mine there.

Under Theodore Roosevelt, the forest service of the national government was made better. More forest rangers were appointed to guard the national forests, to care for them, and to help prevent fires.

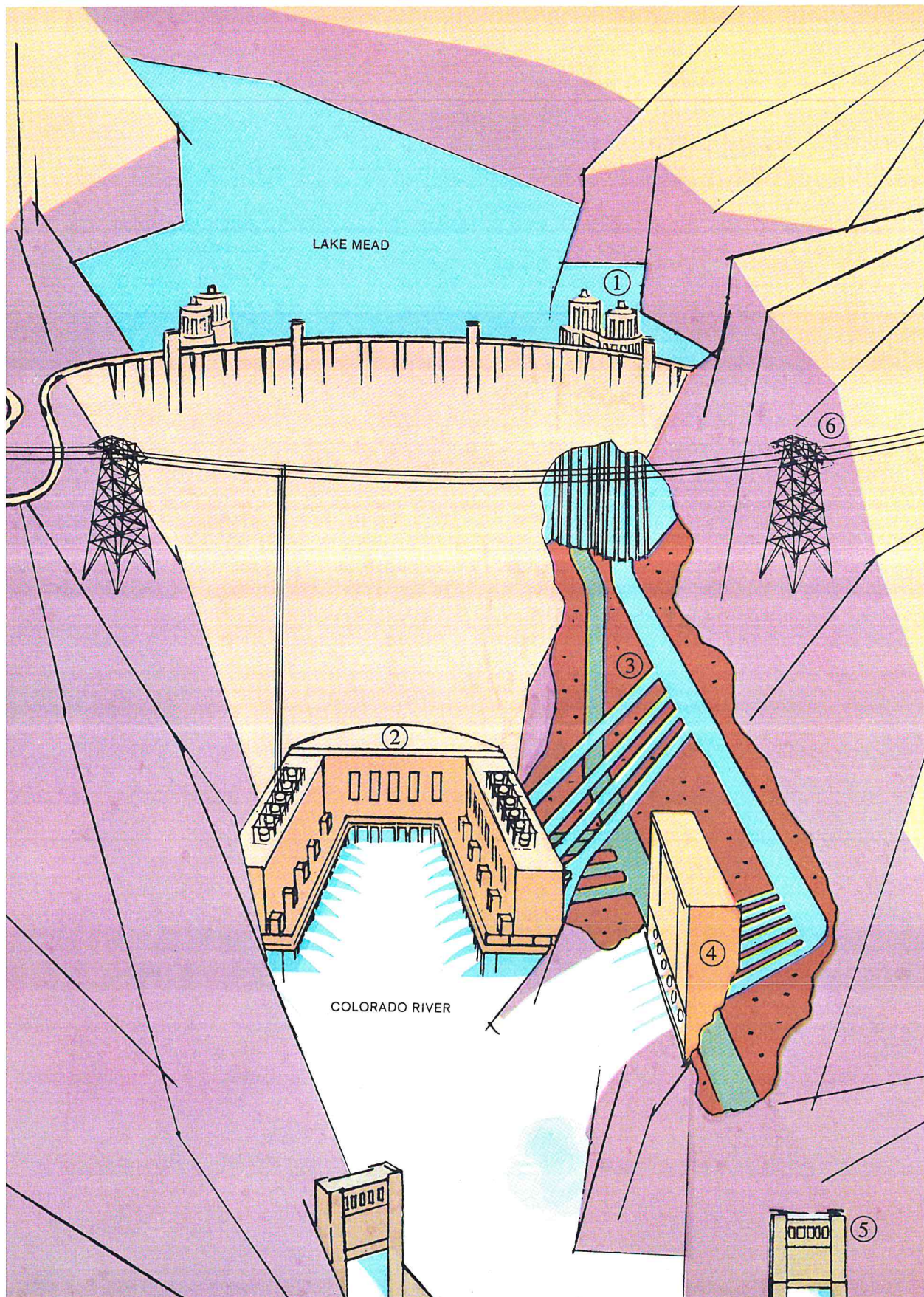
The national government and the state governments began to help farmers save their soil. The governments gave farmers information about fertilizer and how to use it. They also gave information about how farmers could prevent their soil from being blown or washed away.

### **THE HEALTH OF THE PEOPLE WAS PROTECTED**

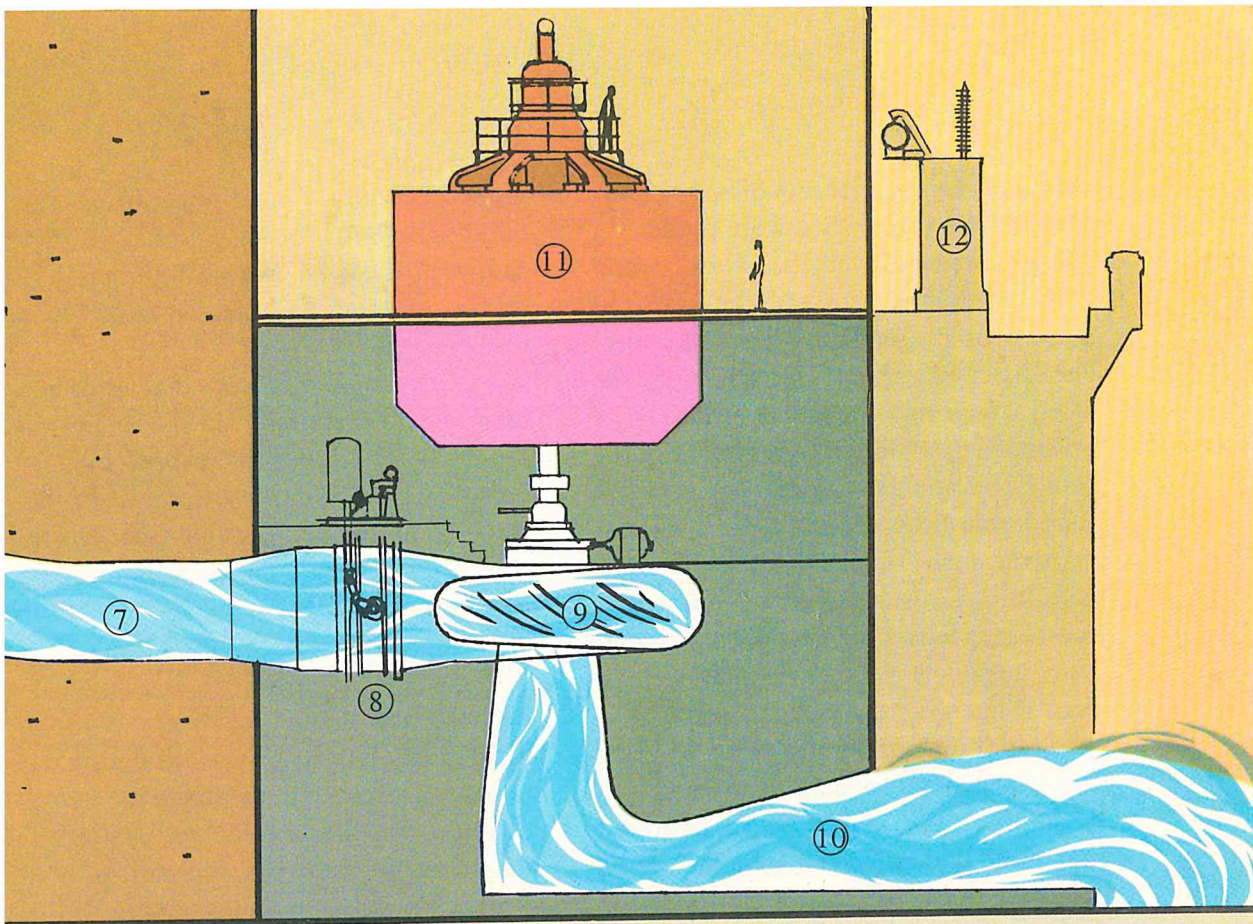
As more Americans became interested in the conservation of natural resources, they also became interested in protecting the health of the nation's people. More and more people lived in cities, where they could not grow their own food. Instead, they had to buy it from stores. The food for sale was not always safe to eat. Meat, for example, was carried hundreds of miles by railroad from packing plants to stores. No one inspected the meat to see that it was safe before it was placed on sale. In addition, a person buying canned meat and other canned goods could not always be sure that they were safe to eat.

People also had to depend on stores to supply them with drugs and medicines. There was no way to tell if the medicines









## HOOVER DAM

The cut-away drawing at left shows the structure of Hoover Dam, on the Colorado River. This huge concrete dam, completed in 1937, is located in Black Canyon on the Arizona-Nevada border. Water from Lake Mead enters the dam's intake towers and flows into steel pipes called penstocks. Part of the water passes through the powerhouse, where electricity is generated; the rest flows into the Colorado through the outlet building and tunnel gate. A similar system of pipes is deep inside the canyon wall on the other side of the river.

The diagram above is a cross-section of the powerhouse. Water in the turbine penstock is controlled by a valve. After the water turns the blades of the turbine—which is like a water wheel laid on its side—it pours out the discharge pipe into the river. The whirling turbine provides the power to operate the generator, where electricity is produced. The electricity is regulated in the transformer and then goes by powerline to cities and factories. There are fifteen large generators in the powerhouse.

1. Intake towers
2. Powerhouse
3. Penstocks
4. Outlet building

5. Tunnel gate
6. Powerline
7. Turbine penstock
8. Valve

9. Turbine
10. Discharge pipe
11. Generator
12. Transformer



were safe to use, for no one inspected the factories where they were made.

Many men believed that laws should be passed to make sure that the food and drugs people used were safe. President Theodore Roosevelt agreed, and he urged Congress to make such laws.

Finally, in 1906, Congress passed the Pure Food and Drug Act. This law required that meat and drugs be inspected by government officials to see that they were safe. Drugstores and laboratories had to put labels on the medicines and other products that they sold, telling what drugs were used to make them.

In addition, state and city governments began to regulate dairies. Laws made by these governments required that milk be kept clean and that it be sold only in closed cans or bottles. Men inspected the milk to make sure that it was safe to drink.

## WORKING CONDITIONS BECAME BETTER

Still another problem that arose in the United States had to do with workers in factories. Many children, as well as men and women, worked in factories in order that their families could earn a living. Men, women, and children worked ten to twelve hours a day, six days a week. In some factories, they had to work with dangerous machines that were not guarded properly to prevent accidents.

Some factory buildings were old and run down. They had few windows and

they were dusty and unhealthful. The buildings were not fireproof and they caught fire easily. Many buildings had no fire escapes or equipment with which to fight fires.

A person who was injured at work lost his job, and usually he received no money to help him pay hospital bills. A person who could not go to work because of illness also lost his job. He received no money to help him until he found another job.

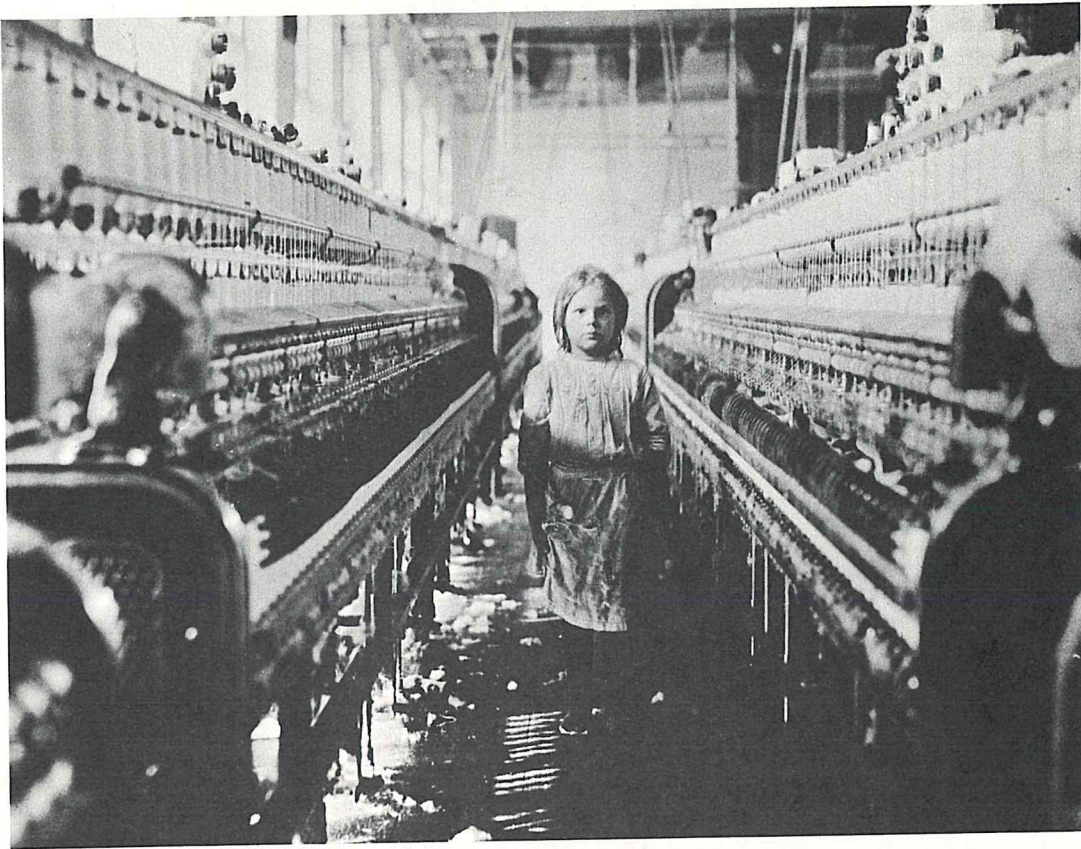
## Men Joined Labor Unions

Because so many hundreds of men worked in a factory, it was often difficult for one man alone to persuade the owner to make working conditions better. If the owner of a factory did not grant a worker's wishes, the man could quit. But another man would immediately be hired, and the factory would go on as before.

In some industries, many men decided that they had to band together to obtain better working conditions. They joined labor unions. A labor union is an organization formed to help all the workers who hold a certain kind of job or work in a certain industry.

There had been labor unions in America since colonial times, but they grew especially important as the United States became an industrial nation. One man who did much to help organize labor unions was Samuel Gompers. Gompers was born in England in 1850. He went to work for a shoemaker when he was ten.





**The young girl in this 1909 picture worked in a factory instead of going to school.**

“It became harder and harder to get along as our family increased,” Gompers later said. “England seemed to offer no response to our efforts toward betterment. About this time we began to hear more and more about the United States.” Finally, Gompers and his parents became immigrants to America, and they settled in New York City.

Gompers obtained a job in a factory where cigars were made, and he educated himself by reading books and news-

papers. He helped to form unions among the cigar makers, and later he helped to organize a national union, made up of many kinds of workers.

Labor unions not only tried to obtain better working conditions, but they also wanted higher pay for their members and fewer hours of work. In addition, they tried to obtain laws so that small children would go to school rather than work in factories.

Some factory owners granted the





wishes of workers whether they belonged to unions or not. These owners made machines safer to use, and they gave workers higher pay.

When workers did not obtain the changes they wanted, they sometimes went on strike, that is, all the workers left a factory and refused to work. Sometimes, by having a strike, members of a labor union won better working conditions. Sometimes they won higher pay. At other times, strikes failed. Factory owners waited until the workers returned to their jobs, or they hired new workers.

#### **States Made Laws about Factories**

During the early years of the 1900's, some states passed laws to make work-

ing conditions better. Laws required that factories be made fireproof and that they have fire escapes. Other laws required that factory workers be protected from dangerous machines and that the area around the machines be well lighted.

States also passed laws saying that children below a certain age could not work in factories and that women and children could not work at night or at certain types of jobs. Factory owners were also required to have insurance so that workers would be paid if they were injured while they were working.

When laws were passed to regulate the work of children, other laws were made saying that children had to spend more years in school. Before 1900, many children left school at the end of the sixth





**This army plane carried the first air mail in 1918. During the 1920's and 1930's transport airplanes were developed to carry passengers.**

grade or before. During the years after 1900, more and more children were able to complete elementary school and enter high school.

## **WOMEN WON THE RIGHT TO VOTE**

In the early years of the 1900's, besides making laws about the work of women, some states also made new laws that gave women the right to vote.

Since the 1830's, women had worked for the right to vote and for other rights that would make them equal to men. They won the right to own their own property and to take jobs that only men had held before. But for many years they could not vote for representatives

to state legislatures and to Congress.

Many people smiled at the idea of women voting. They said that women did not know anything about government and that they should leave such important matters to men.

But women continued their efforts. They held meetings, made speeches, and wrote articles in newspapers and in magazines. They paraded through the streets of large cities to call attention to their purpose. They pointed out that women as well as men had been pioneers in America and had faced hardships and danger on the frontier. They also pointed out that for a long time women had worked alongside men in offices and in factories. Since women were important to the nation in so many ways, they said, women should be allowed to vote.

Although a few states changed their laws to allow women to vote in certain elections, for many women this was not enough. They wanted a change in the United States Constitution that would allow them to vote in every state. They continued to work for the change all during the First World War.

Finally, in 1920, enough states agreed to the Nineteenth Amendment to make it a part of the Constitution. This amendment says that all citizens, whether they are men or women, have a right to vote.



## HARD TIMES FOLLOWED GOOD TIMES

The year 1920 was important to women in America because of the Nineteenth Amendment. It also marked the beginning of an important time in the United States.

The First World War was over, and people wanted to forget about it. They did not wish to be concerned with problems in Europe or anywhere else in the world. Most people were interested only in living their own lives and in making the United States a prosperous nation. During the 1920's, most people had good jobs. Factories produced many products and the United States sold many of them to foreign countries.

Automobiles, airplanes, radios, and the movies became important to the lives of everyone. All of these had been developed since the 1890's.

Millions of people bought automobiles, and the oil industry grew larger to supply gasoline and other products. Thousands of miles of concrete highways were built to connect towns and cities. Airplanes were used to carry mail, and plans were made to begin airlines that would carry passengers to many parts of the nation. More and more people bought radios to listen to music, sports broadcasts, and entertainment programs. And nearly everyone went to the movies at least once a week.

To many people, the 1920's was an exciting period in which to live. Times

were good, and it seemed as though they would continue to be good forever.

There had been good times in America before. But the good times had often been followed by hard times, when businesses failed, factories closed, and people were out of work. During hard times, there was much suffering among people who lived on farms and in cities. Such hard times are called depressions. During the 1920's, many people forgot that there had been depressions in the past, and they forgot that there might be another one.

### A Great Depression Began

The good times ended in 1929. The worst depression in the history of the United States began.

Unsolved problems caused the depression. Factories had produced more goods than people could buy. For a long time, farmers had not received good prices for their crops. They could not buy all of the things they needed.

People had bought refrigerators, automobiles, and other goods on the installment plan. This means that they promised to pay so much each month until the item was paid for. If a person lost his job, he had no money with which to make the payments. Many American goods had been sent to Europe, and nations there owed the United States much money that they could not pay.

Gradually, people bought fewer products, and factories began to close. Men and women lost their jobs, and they





People desperate to find work wait at an employment agency in this 1937 painting.

could not find new ones. They had no money for food, clothing, and shelter. By 1932, millions of people in the United States were out of work. Nations in Europe also had a depression. People there suffered as much as people did in the United States.

One reason the depression was so bad was that in 1929 more people lived in cities than ever had before. They had to depend on others to supply them with food, clothing, and other goods. They depended on factories and businesses for jobs so that they could earn money to buy things they needed.

Farmers depended on people in cities to buy the crops they raised. When city people had no jobs, they could not buy products from factories or from farms. When farmers could not sell crops, they had no money for manufactured goods.

### **The Nation Fought the Depression**

State and city governments began to help people who were out of work. Some states began projects, such as building highways, to provide people with jobs. Some cities and states tried to provide food for people out of work. But the task of caring for millions of people without





jobs was too great for many cities and states. Something more was needed.

In 1932, Franklin D. Roosevelt was elected President of the United States. He told the people: "The only thing we have to fear is fear itself." He promised "to wage a war against the depression."

President Roosevelt believed that the national government should help people who were suffering from the depression. He asked Congress to pass laws to help them.

Congress made laws to provide relief in the form of food and small sums of money to people out of work. It also voted to build hospitals, schools, dams, roads, and post offices so that people would have jobs. Young men were sent to work in forests to give them jobs and to help conserve that natural resource. Congress also tried to help businessmen and farmers.

In addition, Congress passed laws that are called social security laws. One important social security law helps people save money with the aid of the companies for which they work. This money is sent to the national government, which later sends some money each month to a person after he reaches a certain age and has worked a certain number of years.

The aid given by the national govern-

**Franklin D. Roosevelt (left), who was President during the depression, listens to the problems of a man who could not find a job.**



ment during the depression cost the nation billions of dollars. In order to obtain the money, the government had to go into debt. Taxes collected from the people then, and later from their children, are used to pay back the debt.

Slowly, the United States regained good times. By 1940, men and women were looking hopefully to the future.

### The Main Points of This Chapter

1. As the United States became an industrial nation, laws were passed to help conserve soil, trees, minerals, and other resources.
2. Laws were also passed to make sure that the food and drugs people used were safe.
3. Men joined labor unions to help improve working conditions and to obtain higher pay; laws were passed to make factories safer and to regulate the work of women and children.
4. After many years of effort, women won the right to vote in all the states.
5. The 1920's were years of prosperity and excitement, but they were followed by a depression.
6. During the depression, the national government, as well as state and city governments, took action to help people in need and to help businesses and industries.

### What Comes Next in the Story

The United States takes part in another world war, and afterward uses its resources to strive for world peace.

### TO HELP YOU UNDERSTAND

1. Use each of the following words in a sentence to show that you understand its meaning: suffrage, depression, conservation. Use a dictionary if necessary.
2. Discuss ways in which you can help to conserve natural resources. Make a class list and display it.
3. Discuss the ways labor unions have helped to improve working conditions.
4. Collect and examine the labels on canned and packaged goods and on bottles of medicine. Talk about the kinds of information given on these labels and the reasons for it being stated.
5. Ask your parents and grandparents about things that the national government did to help people during the depression years of the 1930's. Discuss your findings with the class.
6. Use reference books to find information about national parks. Make a list of all the parks and present an oral report about one of them. Collect pictures of national parks and display them.

#### Books to Read

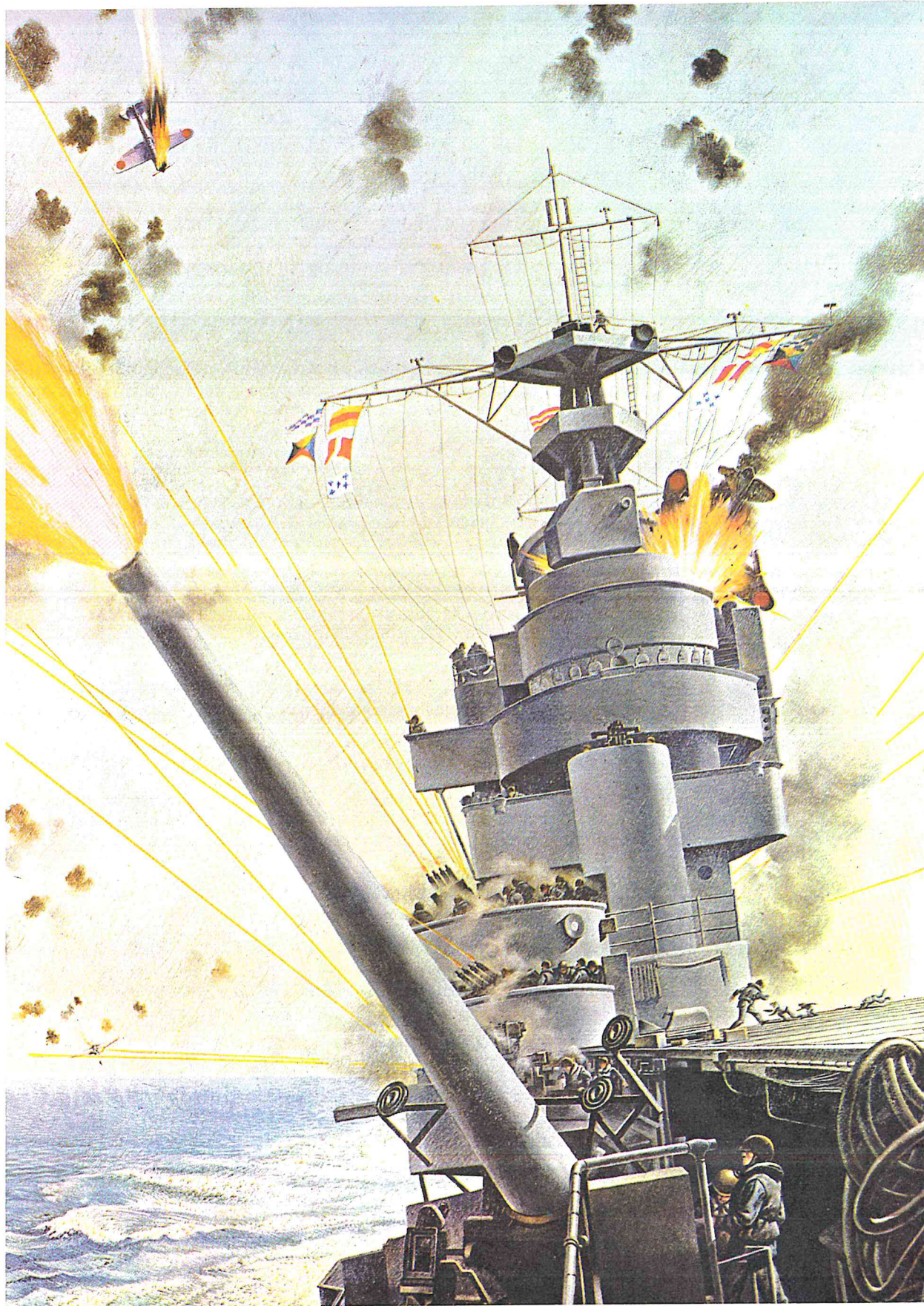
Bronson, Wilfred S. *Freedom and Plenty: Ours to Save.*

Foster, Genevieve. *Theodore Roosevelt. National Geographic Society. America's Wonderlands.*

Smith, F. C. *First Book of Conservation.*

Thomson, Peter. *Wonders of Our National Parks.*







## CHAPTER 26

# THE UNITED STATES FOUGHT A SECOND WORLD WAR

What countries disturbed peace in the world in the 1930's?

Why did the Second World War begin?

Why did America go to war in 1941?

What actions did the United States take to keep the peace of the world after it defeated its enemies?

This chapter answers these questions.

### NATIONS DID NOT REMAIN AT PEACE

After the First World War, the American people hoped for a lasting peace. They hoped that the problems of the world

Aircraft carriers were widely used in the Second World War. Here, a Japanese plane hits an American carrier in the Pacific in 1942.

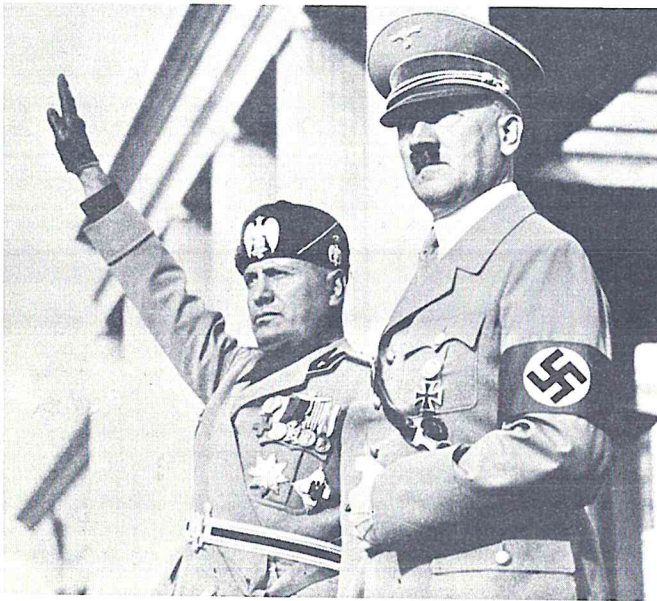
could be solved without war. But they were disappointed. Some nations were willing to go to war to gain territory.

One such nation was Japan. Japanese leaders wished to control China, all of the eastern part of Asia, and many islands in the Pacific Ocean. In 1931, Japan began a war with China.

For many years, the United States had been friendly with both Japan and China and had traded with both nations. The United States and other nations that traded in the East tried to persuade Japan to stop fighting in China. But it soon became clear that nothing short of going to war would stop the Japanese from trying to conquer China.

During the 1930's the American people were busy with problems of the depression. They did not want war. So the





**Dictators Mussolini (left) and Hitler.**

United States Congress made laws saying that the nation should not interfere in conflicts between other countries. Because of these laws, Japan knew that the United States would not help China, and that it could make war on China without American interference.

While Japan was gaining territory by war in Asia, Germany and Italy were building large armies in Europe. Both of these nations were controlled by dictators. Adolf Hitler was dictator of Germany, and Benito Mussolini was dictator of Italy. Both Hitler and Mussolini wished to gain more territory and were willing to go to war to do it.

Italy began a war against Ethiopia, a small nation in Africa, and conquered it.

Under Hitler, Germany took over the countries of Austria and Czechoslovakia in Europe without fighting. England and France did not try to stop Hitler because those nations did not want war. After Hitler took Czechoslovakia, England and France believed his promise that he would take no more territory in Europe.

During much of the 1930's, the United States had little to do with Europe. The American people did not try to keep peace between the quarreling nations. They wanted the United States to stay out of quarrels in Europe. But they hoped that Hitler would keep his promise not to seek more territory and that Europe would remain at peace.

## THE SECOND WORLD WAR BEGAN

The United States, as well as England and France, soon learned that Hitler did not plan to keep his promise. In 1939, Germany attacked Poland, a country lying between Germany and Russia. England and France had promised to help Poland, so they declared war on Germany. This was the beginning of the Second World War in Europe.

The German army conquered Poland with lightning speed. Within a year, Hitler went on to conquer Holland, Belgium, Denmark, Norway, and even France. These victories gave Germany control of almost all of western Europe. Until the summer of 1941, only England remained to fight Germany. At that



time, Germany attacked Russia, thus bringing that nation into the war on the side of England.

The nations of Europe that Hitler had conquered had long been friends of the United States. Many people in America feared that Germany would soon defeat England, and then attack the United States in its effort to conquer the entire world. Hitler's inhuman treatment of the Jews in Europe also turned the people of the United States against him. During the war, Hitler had more than six million Jews killed.

To meet the danger of Hitler, the United States decided to help England.

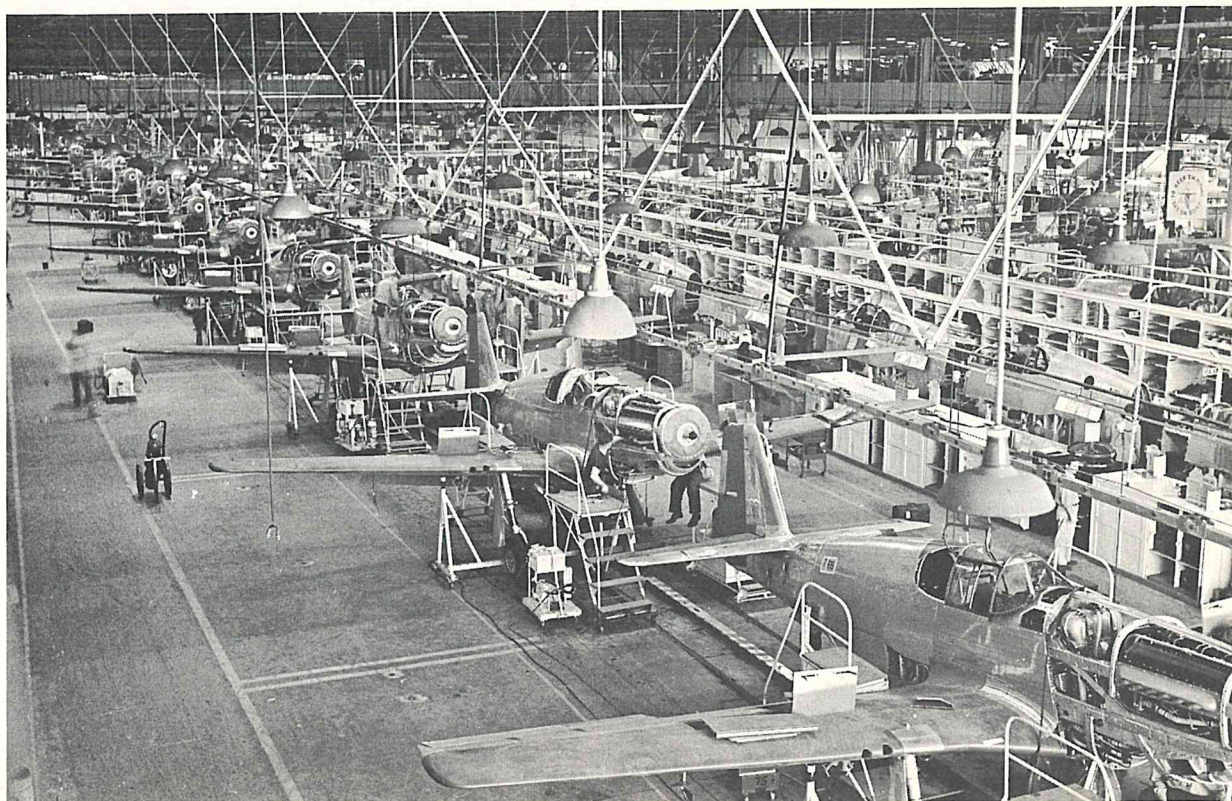
It exchanged fifty old warships in return for bases in British territories. The United States also lent food and war equipment to England.

The aid that the United States gave England greatly helped that nation avoid defeat by Germany.

### **The Japanese Attacked American Territory**

While the people of the United States watched events in Europe, danger developed in the East. Secretly, Japan prepared to attack all the important islands in the Pacific Ocean, including the Philippines, a territory of the United States.

**Being an industrial nation helped America in the Second World War. Factories built ships, guns, and warplanes, such as these Mustang fighter planes, by the thousands.**





To make certain that the attacks would be successful, the Japanese planned a surprise attack on Pearl Harbor in the Hawaiian Islands. Pearl Harbor was the most important United States military base in the Pacific. The Japanese struck on December 7, 1941.

The Japanese surprise attack on Pearl Harbor was successful. Many American ships were sunk. Most of the American warplanes were destroyed on the ground.

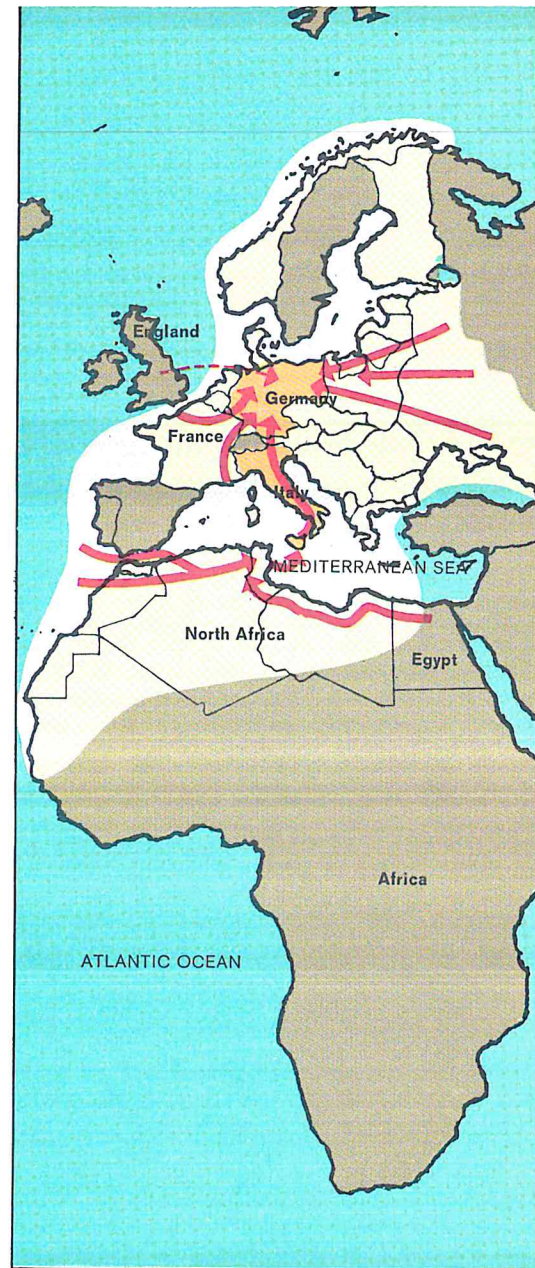
After the attack on Pearl Harbor, Congress declared war on Japan, Germany, and Italy. The United States joined England in the war. Because Russia was also fighting Germany, England and the United States helped Russia.

## AMERICANS FOUGHT TO VICTORY

Winning the Second World War required the best efforts of all Americans. More than twelve million men and women became members of the army, navy, marine corps, and coast guard. One army unit, which fought in Italy, was made up entirely of Japanese-Americans.

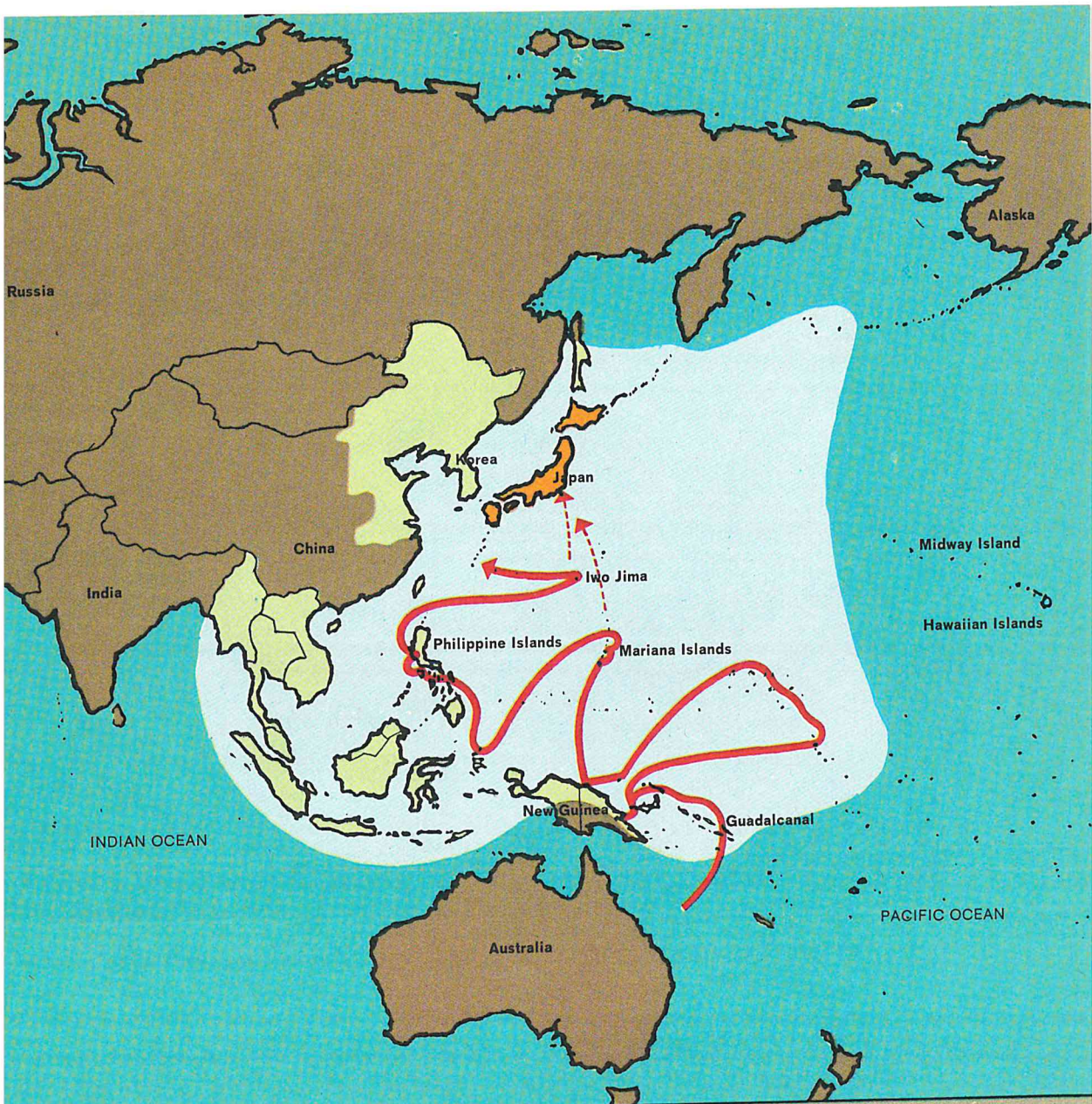
Citizens at home worked in factories that made war equipment for the nation. They gave up food so that there would be enough to feed the soldiers. Citizens at home were permitted to use only limited amounts of gasoline so that there would be fuel for tanks and airplanes. Americans everywhere made great sacrifices to achieve victory.

The United States could not get men



## WINNING THE SECOND WORLD WAR

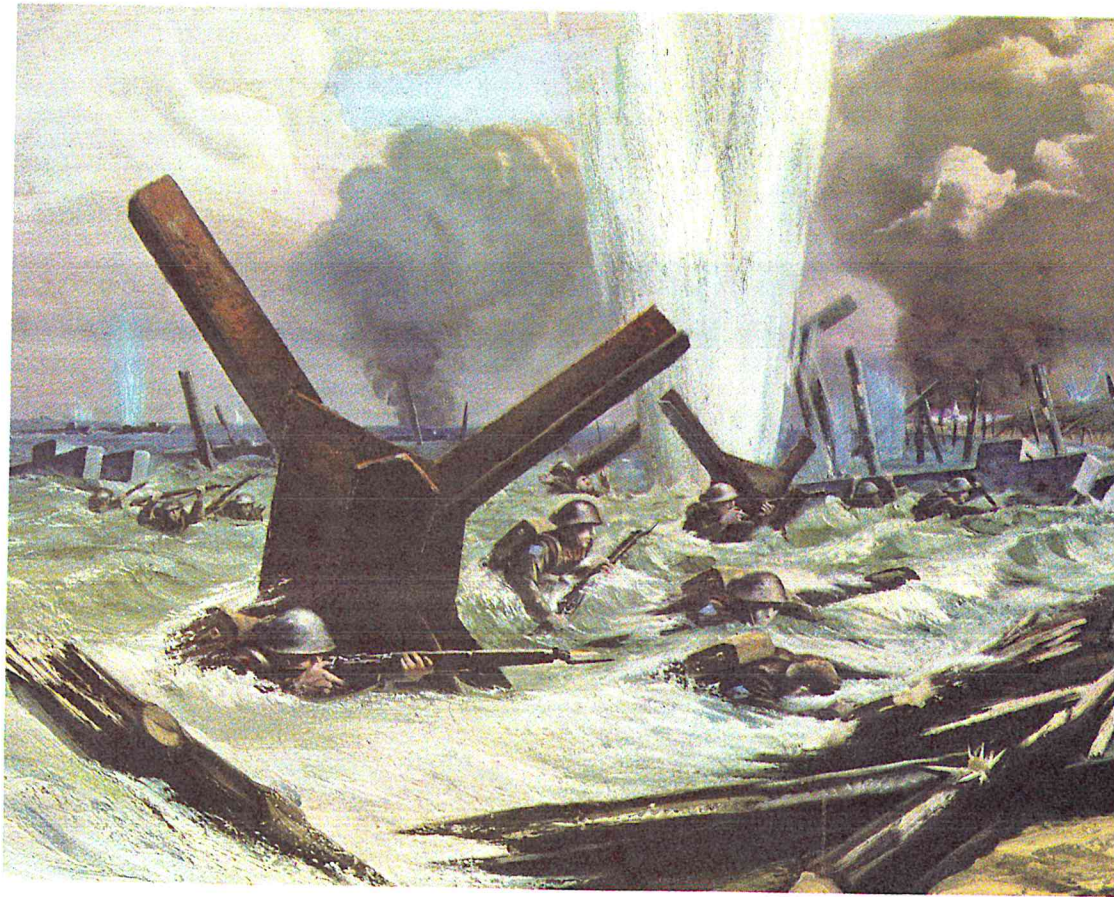




Germany, Italy, and Japan (the Axis nations) are shown in yellow. The light-colored areas are held by the Axis nations in the fall of 1942. The red arrows show the attacks of the United States, England, and Russia (the Allied nations). In Europe, American and British forces won control of North Africa, then invaded Italy and France. They fought their way

into Germany from the west as the Russian army attacked from the east. Meanwhile, Allied planes (dotted line) bombed Germany. In the war against Japan, United States forces "island hopped" across the Pacific until they captured islands close to Japan. From these islands American planes (dotted lines) dropped bombs—including two atomic bombs—on Japan.





Allied troops fight their way ashore during the invasion of France on June 6, 1944.

and supplies to Europe unless the Atlantic Ocean were cleared of German submarines. These submarines were very successful in sinking American and British ships. Some of these ships were sunk within sight of cities on the eastern coast of the United States.

The United States used convoys to lessen the danger from submarines. Convoys were groups of merchant ships and warships that sailed together.

The warships fought off the submarines.

Airplanes were used to help find the submarines. Some planes flew from navy aircraft carriers and others flew from land bases. By using convoys and planes for protection, the Americans were able to get men and supplies to Europe.

#### **Americans Fought in North Africa**

The first important battles in which Americans took part were fought in



North Africa, where German and Italian soldiers tried to capture Egypt. In 1942, an army made up of American and British soldiers commanded by General Dwight D. Eisenhower landed in the western part of North Africa. At the same time, British troops stationed in Egypt attacked the enemy from the east. Finally, the Germans and Italians were defeated in North Africa.

Then the Americans and the British invaded Europe. First they captured Sicily, an island in the Mediterranean Sea near the coast of Italy. Then an attack was made on Italy itself.

At this point, the Italian government surrendered. The dictator Mussolini was captured and killed by his own people. But the Germans immediately took over Italy, and fighting in that country continued.

An American newspaperman wrote a book describing the hard life of the American soldiers in Italy during the winter: "Our troops were living in misery. The fertile black valleys were knee-deep in mud. Thousands of men had not been dry for weeks. Other thousands lay at night in the high mountains with the temperature below freezing and the thin snow sifting over them. They dug among the stones and slept behind rocks and in half-caves. How they survived the dreadful winter at all was beyond us."

Despite hardships and bitterly fought battles, the American and British armies slowly advanced. Finally all of Italy was freed from the control of the Germans.

## Germany Was Conquered

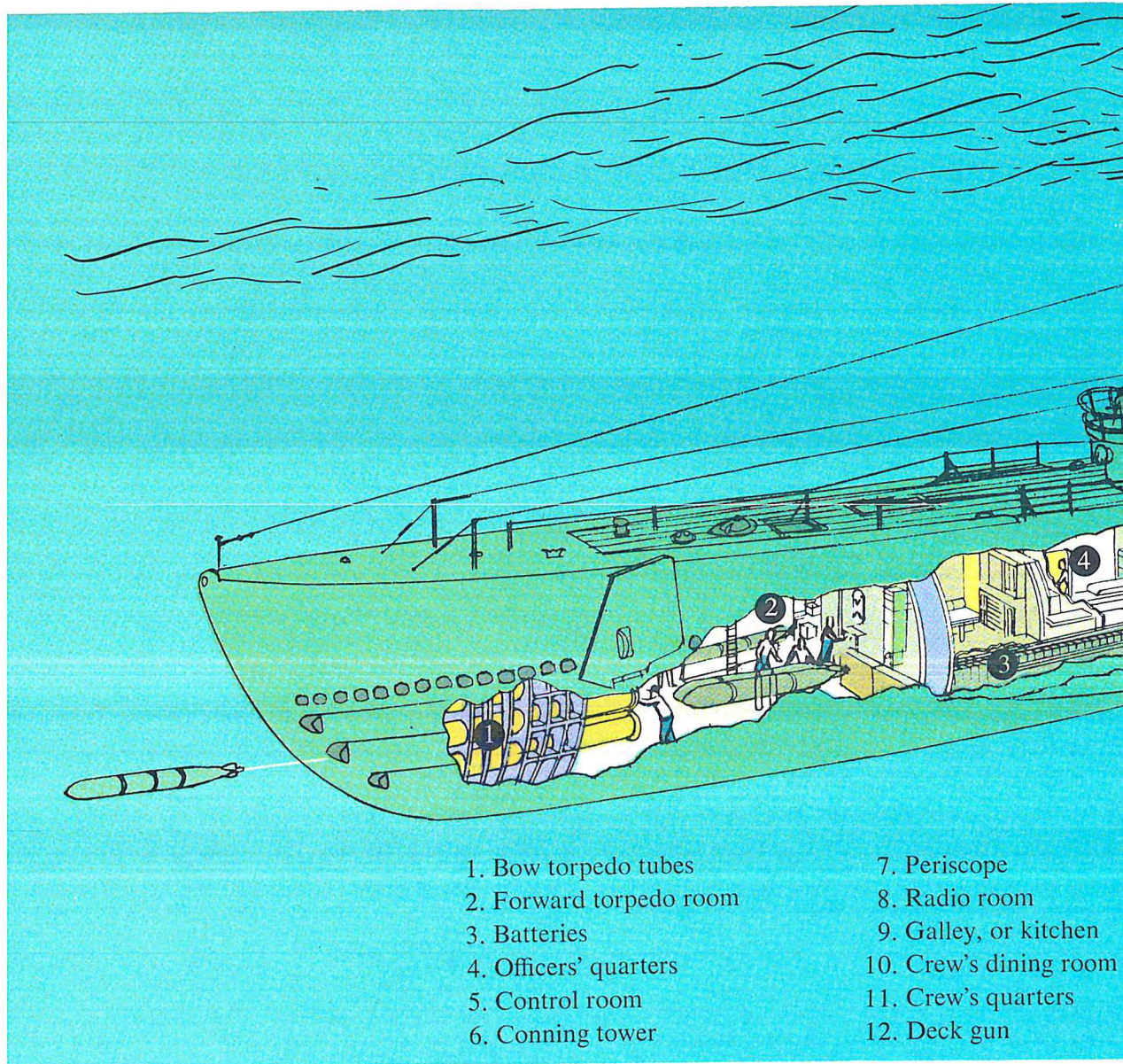
The most daring attack of the war was the invasion of northern France. Millions of soldiers, thousands upon thousands of guns, tanks, ships, and planes, and countless tons of supplies were gathered in England.

During the time of preparation, American and British planes bombed factories in Germany to slow down the production of war equipment. At the same time,



**General Dwight D. Eisenhower commanded the Allied armies that invaded and freed Europe. In 1952 Eisenhower was elected President.**



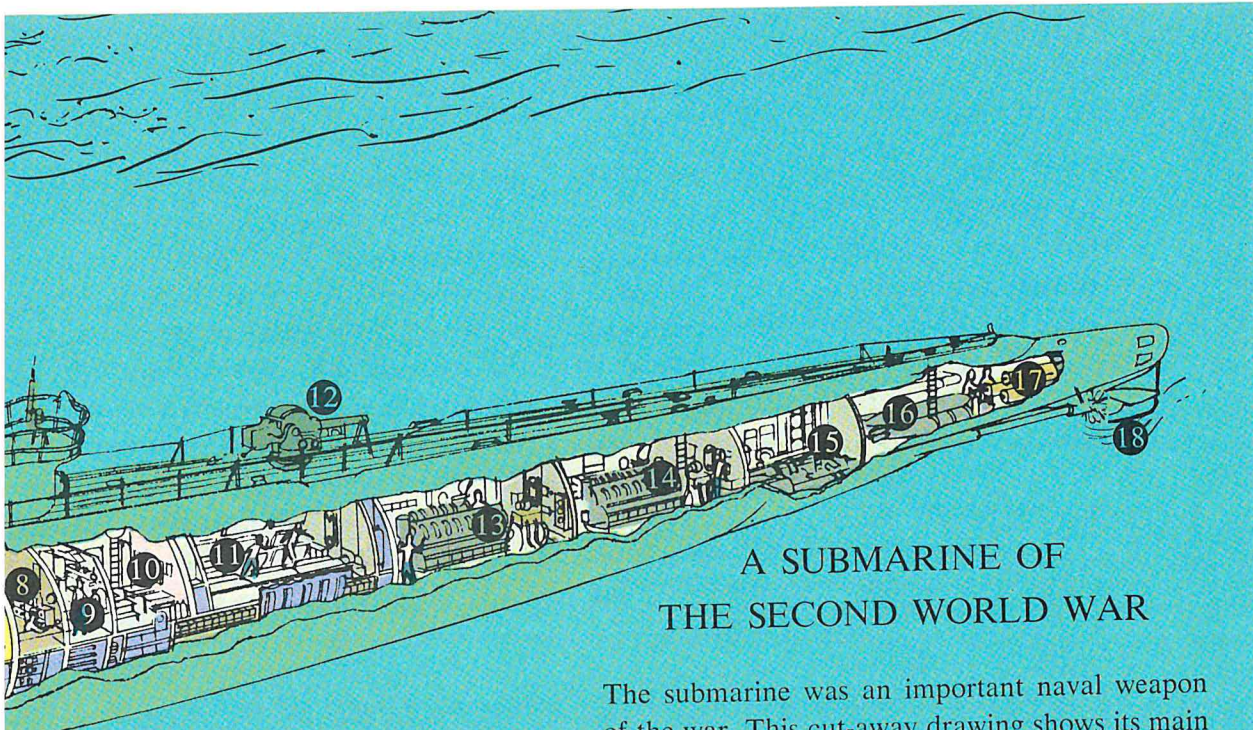


the Russians began a powerful attack on the German armies in eastern Europe.

The invasion on June 6, 1944, was a success. Gradually, with hard fighting, American, British, and French soldiers moved through France. By the spring of 1945, General Eisenhower's troops reached the border of Germany itself.

The final attack began. The Americans and British completely defeated Hitler's armies in Germany and met the Russian soldiers who were advancing into Germany from the east. With defeat near, Hitler took his own life, and Germany surrendered on May 7, 1945. General Eisenhower described the ruin of





## A SUBMARINE OF THE SECOND WORLD WAR

The submarine was an important naval weapon of the war. This cut-away drawing shows its main features. Electric motors powered by batteries were used when traveling underwater; motors burning fuel oil were used when traveling on the surface. (Today, submarines use atomic power.) Most attacks on enemy ships were made with the submarine completely underwater except for its periscope, through which the captain in the conning tower aimed the torpedoes. A torpedo could be fired either through tubes in the bow (as pictured here) or in the stern. To save torpedoes, a submarine might surface to attack ships with its deck gun.

forward engine room  
after engine room  
steering control room  
after torpedo room  
stern torpedo tubes  
propellers and rudder

Germany: "Her bridges were down, her cities in ruins, and her great industrial ability paralyzed."

### Japan Was Conquered

The war in the Pacific lasted a few months longer than the war in Europe, but it, too, resulted in a complete victory

for the armies and navies fighting against Japan. After the Japanese attacked Pearl Harbor, they carried out their plans to capture the Philippines and other islands in the Pacific, as well as territory in Asia that belonged to Holland and England. In 1942, Americans won several important victories over the Japanese. The



United States navy defeated a powerful Japanese fleet near Midway Island. Midway lies about 1,000 miles northwest of Hawaii and more than twice that distance from Japan. The United States was greatly helped in the Battle of Midway because it had learned the secret code in which the Japanese sent messages. The United States knew where the Japanese ships would be.

The other American victories took place on the islands of Guadalcanal and New Guinea. These islands are located north of Australia.

Many hard battles were fought on land and on the ocean after the victories at Midway, Guadalcanal, and New Guinea. The United States leaders in the Pacific, General Douglas MacArthur of the army and Admiral Chester Nimitz of the navy, made a plan to defeat the Japanese. This plan was called "island hopping."

The plan meant that the United States would capture certain islands in the Pacific on which Japan had placed soldiers. Other Japanese-held islands would be passed by and cut off from receiving food and supplies from Japan. At the same time, ships of the United States navy would fight Japanese warships wherever they found them.

Each attack on an island held by the Japanese resulted in a difficult battle. But the American forces moved steadily closer to Japan. Finally, islands were captured that were near enough to Japan so that American planes could bomb

the factories that made war equipment.

In 1945, American soldiers were ready to invade Japan itself. But this was not necessary. On August 6, 1945, an American plane dropped an atomic bomb on the Japanese city of Hiroshima (hir'ə-shē'mə). The entire city was destroyed. A few days later, another atomic bomb destroyed the city of Nagasaki (nä'gə sā'ki). Japan could fight no longer. The war ended on August 14, 1945.

## AMERICA SOUGHT PEACE

To keep the peace, the United States needed to solve its problems at home and to safeguard the interests of the United States abroad. It needed to keep any other nation from seizing territory that did not belong to it. It needed to stop one nation from bullying other nations. This task is still unfinished.

Even before the United States entered the Second World War, President Franklin Roosevelt and British Prime Minister Winston Churchill met on a warship on the Atlantic Ocean and discussed plans for peace. They published a plan, called the Atlantic Charter, declaring that the United States and Great Britain wanted peace and justice for all nations.

Before the Second World War ended, men from nearly every nation in the

**United States marines raise the flag over Iwo Jima, an island in the Pacific, after winning a fierce battle against the Japanese in 1945.**







world met in San Francisco, California. There they formed the United Nations. Like the League of Nations, the United Nations was to help countries solve their problems and live in peace. The United States became a member of the United Nations. Russia also became a member of the United Nations.

### **Russia Caused Trouble**

But Russia did not show much interest in helping to keep peace in the world. Russia was ruled by the Communist party and a dictator. The Communists had taken control of Russia in 1917, during the First World War. Soon after the Second World War ended, Russia seized control of Poland, Hungary, Czechoslovakia, and other nearby countries of eastern Europe. Dictators were placed in charge of these countries, and the people had no freedom of speech or other rights that free people enjoy. Russia might have taken over more countries had America not sent aid to Europe.

Many nations of Europe suffered terribly during the Second World War. The war destroyed farms and cities. The United States sent food, fuel, steel, machinery, material for clothing, and many other goods to Europe. This aid kept people of Europe alive and enabled them to rebuild their cities, start new factories, and grow food once again.

Help from the United States made it possible for the people of Europe to help themselves. President Harry S. Truman said: "Our aim should be to help the free

peoples of the world, through their own efforts, to produce more food, more clothing, more materials for housing, and more sources of power to lighten their burdens." The aid cost billions of dollars, but many people believe that it prevented Communists from taking over such nations as Greece and Italy.

But the effort of the United States to stop the spread of Communism was not as successful in Asia as it was in Europe. In 1949, China, which had been friendly with the United States for more than a century, was taken over by Chinese Communists. Since then, the United States and China have been enemies.

### **War Began in Korea**

Trouble with Communists also occurred in Korea, a small country on the eastern coast of Asia. After the Second World War, Korea was divided. North Korea became Communist. South Korea became a free nation.

In 1950, the North Koreans attacked South Korea. The United States and other members of the United Nations joined the South Koreans in fighting the North Koreans. The North Koreans were aided by Russia and by the Chinese Communists.

Finally, in 1953, the fighting in Korea stopped. But the northern part remained Communist.

The Communist government of Russia continued to try to spread its power throughout the world. The United States sent money, goods, and war equipment



to countries in Asia to try to stop Communists from gaining control. In Viet Nam, checking the spread of Communism led to serious fighting by hundreds of thousands of American troops.

The United States and Russia are in a cold war. They are not fighting each other, but they are in a great struggle. The purpose of the United States was expressed by Dwight D. Eisenhower, who became President in 1953. "We shall strive," he said, "to bring free peoples one step nearer to the goal of peace."

### The Main Points in This Chapter

1. The United States hoped to live in peace after the end of the First World War, but Germany, Italy, and Japan attacked their neighbors and endangered the safety of America.
2. The Japanese attacked Pearl Harbor in 1941, which caused the United States to enter the Second World War.
3. After four years of bitter fighting in Europe and in the Pacific, the United States and its allies, Britain and Russia, defeated Germany, Italy, and Japan.
4. To oppose Russia's desire to control the world, the United States helped the countries of western Europe, as well as Japan, become strong and prosperous.

### What Comes Next in the Story

The United States leads the world in providing a better life for its people.

### TO HELP YOU UNDERSTAND

1. The picture on page 344 shows an aircraft carrier. Write a statement of the purpose of this kind of ship.
2. Discuss what a dictator is. Give examples of dictators other than those in this chapter. Talk about how a democracy differs from a dictatorship.
3. Write several newspaper headlines that might have appeared in big city newspapers on December 8, 1941, the day after the attack on Pearl Harbor.
4. Report on one of these subjects: "The Work of Women in the Second World War"; "Sacrifices Made by Americans during the Second World War"; "The War in North Africa."
5. Find information about the Atlantic Charter in an encyclopedia. Discuss the information that you find.
6. Discuss the ways in which the United States is attempting to keep world peace.

### Books to Read

American Heritage. *Air War Against Hitler's Germany.*

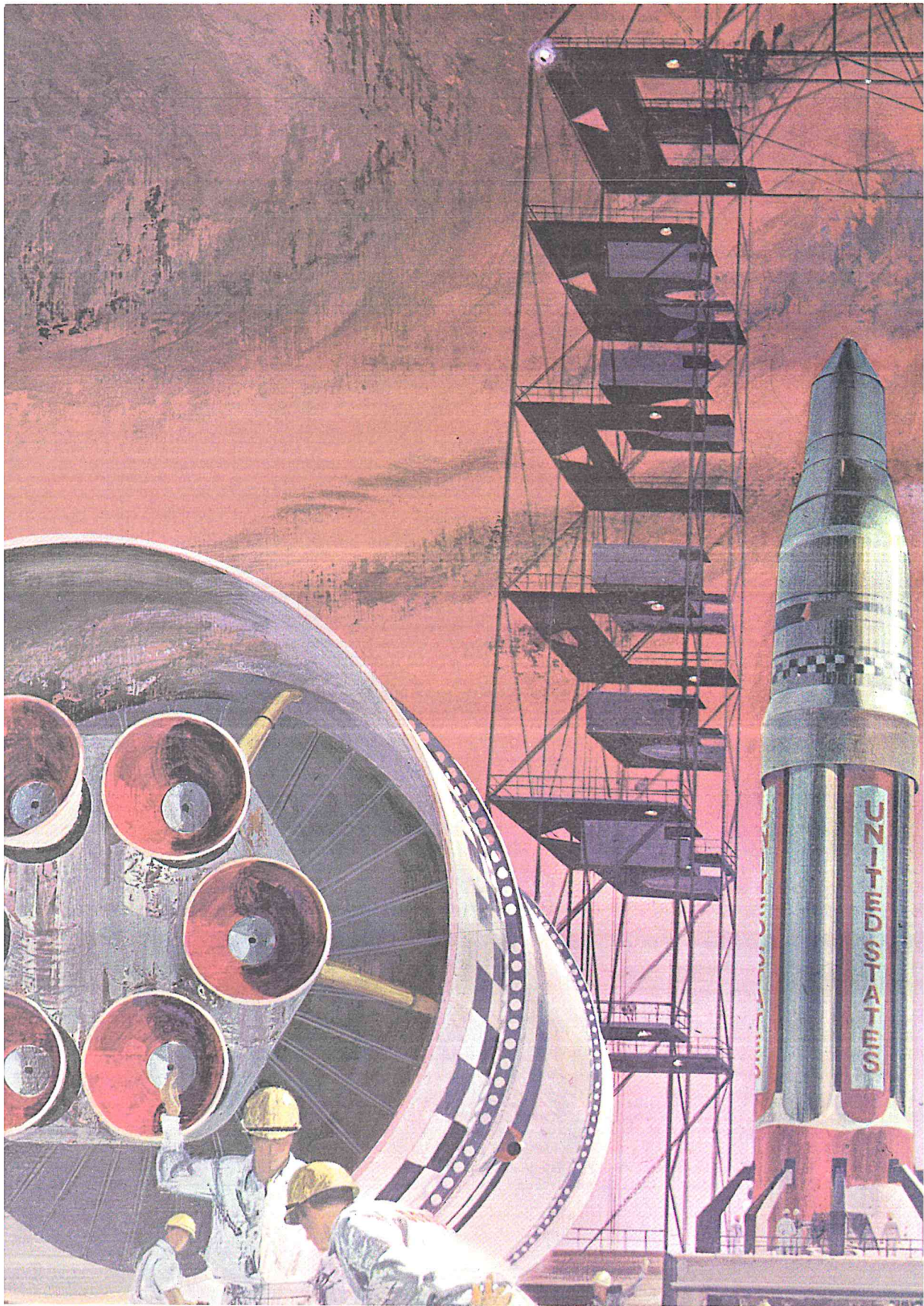
American Heritage. *D-Day, the Invasion of Europe.*

Dejong, Meindert. *The House of Sixty Fathers.*

Johnson, Gerald. *America Moves Forward.*  
Shirer, William L. *The Rise and Fall of Adolf Hitler.*

Snyder, Louis L. *The First Book of World War II.*







## CHAPTER 27

# AMERICA ENTERED THE SPACE AGE

How has science helped to improve life in the United States?

What changes have taken place in American cities?

What changes have taken place in the rights of Americans?

What responsibilities do all Americans have?

This chapter answers these questions.

### SCIENCE BROUGHT IMPORTANT CHANGES

During the 1900's, the United States became a powerful industrial nation. It

**A Saturn rocket, painted at Cape Kennedy in Florida. Rockets such as this are designed to carry astronauts on explorations of space.**

fought in two world wars and solved problems brought by a great depression. Its strength made it a world leader.

The factories, the wars, the depression, and the return of good times brought many changes to America. These changes affected the lives of every person in the nation.

Other changes occurred through the achievements of science. Some of them have made it possible for Americans to live more comfortably. Others have made travel and communication easier. Still other changes have brought new and better ways to produce manufactured goods.

### Changes Took Place in Communication

Scientists and engineers experimented with television before the Second World



War. But the war interrupted work on this means of sending pictures with sound through the air.

After the war, experiments continued. Television stations were established and television sets were produced in factories. Within a few years nearly every family in the United States had a television set.

Television provided jobs for many people. It brought entertainment and news of important events throughout the world into homes. It also became a powerful means to advertise and sell manufactured products and services. In addition, television helped people learn through special educational programs.

### **Transportation Was Improved**

After the Second World War, more automobiles were manufactured, and more people bought them than ever before. More cars also meant new highways. Fast highways with several lanes for traffic were built by the national government as part of the interstate highway system. Other highways were built by the state governments.

Scientists and engineers also experimented with jet airplanes. At first, jet airplanes were built only for the navy and the air force. Later, passenger planes were built. Huge airliners that could carry over a hundred passengers at speeds of more than 600 miles per hour were placed in service. A person then could travel from New York to California or across an ocean in a few hours.

Improvements in air transportation did not stop. Scientists and engineers planned airliners that would fly faster than 1,500 miles per hour. This is much faster than the speed of sound. To build airplanes that would fly at such a speed, new metals and new kinds of equipment needed to be developed.

### **Satellites and Men Explored Space**

As air travel became swifter, people said that the world had entered the Jet Age. Then, in the 1950's, both the United States and Russia began to build rockets that could be used in the exploration of space.

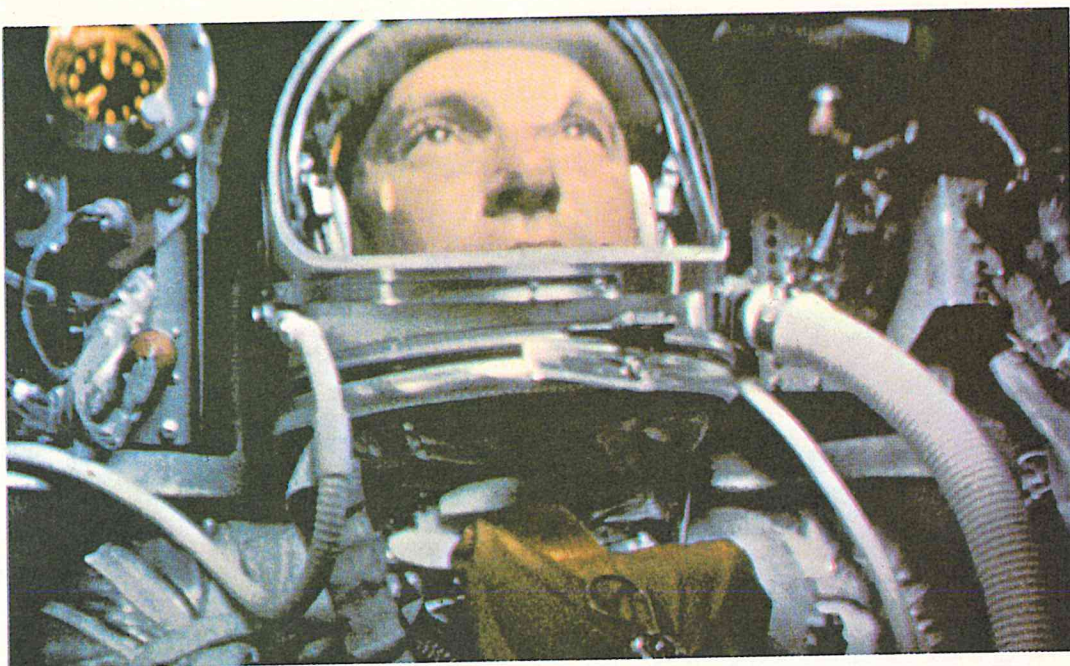
In October, 1957, the world was startled and excited by the news that the Russians had sent the first man-made satellite into space. This satellite, called Sputnik I, sent back information about space. Sputnik I marked the beginning of the Space Age.

The United States sent many satellites into orbit. One type, called Tiros, sends back information that helps to forecast weather. Another satellite, Telstar, is used to send television pictures from one continent to another.

Events in the Space Age happened rapidly. Soon after the first satellites were in orbit, Russia became the first nation to send a man into space. In 1961, Yuri Gagarin traveled three times around the earth in a space ship.

Americans who explore space are called astronauts. The first astronaut to orbit the earth in a space ship was





**This picture of astronaut John Glenn was taken by an automatic camera in his space ship. In 1962, Glenn made three orbits around the earth in less than five hours.**

John H. Glenn, Jr. After Glenn's flight, astronauts Scott Carpenter, Walter Schirra, and Gordon Cooper made flights in which their space ships circled the earth several times. As each astronaut began his flight, the entire country was able to watch the event on television.

The astronauts' flights gave American scientists valuable information about space. Work also began on building equipment and on training men to explore the moon.

### **Factories Used New Machines**

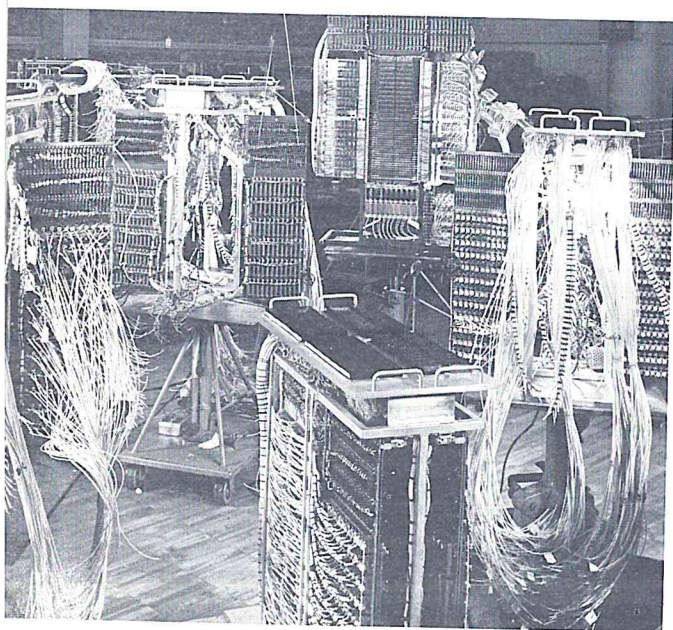
Achievements in science made space flights possible. Science was also used

to develop new kinds of machines for factories.

In factories that use the new machines, work is done by automation. Automation means the manufacture of products by machines that operate by themselves. That is, machines are built in such a way that they are operated by other machines that "tell" them what to do. The machines have controls that let them check on themselves so that no mistakes occur. In this way, the machines "think" as well as work.

Many products are made by automation. For example, some factories that make engines for automobiles operate





**These complex machines are computers. They can “tell” machines in factories what to do.**

completely by automation. A few men can watch over the entire factory.

### **Science Helped Farmers**

Besides helping industry, scientists have done much to help farmers grow better and larger crops and to raise heavier animals for meat. The development of corn seeds called hybrids is an example of how scientists have helped farmers.

Hybrid corn is produced by crossing the pollen from two stalks of corn. The hybrid contains the best features of both kinds of corn used to produce it. In the 1930's, farmers produced about twenty-five bushels of corn on each acre of land that they planted. By the 1950's,

using hybrid seeds, they were producing forty bushels on each acre. Sometimes they produced even more.

Scientists also developed new fertilizers to help farmers grow more corn. They discovered new chemicals to use against weeds and against insects that attack corn. In addition, better machines to plant, cultivate, and harvest corn were produced in American factories.

Much of the corn is fed to cattle and hogs. The corn, along with special feeds that scientists have proved will help produce good meat, results in the best kinds of animals for the market. As a result of scientific advancements, American farmers produce more food than any others in the world.

In 1900, about one-half the people of the United States lived on farms. Each farmer produced enough food to feed seven people. Today, about one-tenth of the people are farmers. Each farmer grows enough food for about twenty-four people.

### **America Advanced in Medicine**

Advancements in medicine and in the training of doctors, together with better food, have helped to improve the health of Americans. Before 1900, an American who wished to become a well-trained doctor had to go to school in Europe. Since then, schools in the United States that train doctors have improved until they are among the best in the world. Today, people come to America from many countries to learn about medicine.



Doctors have developed new kinds of operations that save the lives of many people. A team of doctors can operate on the heart. They can repair damage to the heart while a machine, an artificial heart, keeps blood flowing through the body and keeps the patient alive.

Vaccines now protect children against such diseases as diphtheria and whooping cough. In the 1950's, after many years of experimenting, a vaccine was found to prevent polio, a disease that struck children especially.

New drugs called antibiotics are used against diseases. One of these is penicillin. Another is sulfanilamide. These drugs were used during the Second World War, and they were improved by research after the war. In addition, more "wonder" drugs were discovered and developed in laboratories. Drugs have helped fight pneumonia and many other diseases that once took the lives of thousands of people.

In the 1900's, scientists studied ways in which different diets affect health. They discovered that a special group of substances called vitamins are necessary to a healthy diet. The idea that germs cause all diseases was proved wrong; some diseases result from a lack of vitamins in the food that people eat.

Because of advances in medicine and improved diets, the people of the United States now live longer than people did in centuries past. In addition, many more people are being born. As a result, the population of the nation has in-

creased rapidly. In 1960 there were more than twice as many people in the United States than there were in 1900.

## CITY AREAS GREW RAPIDLY

Today, fewer people live on farms and in small towns. More live in cities and in smaller cities around them. These smaller cities are called suburbs.

Some suburbs grew up during the 1800's because some people who worked in cities preferred not to live in them. But most early suburbs were located near a railroad, so people could easily get to their jobs in the city each day.

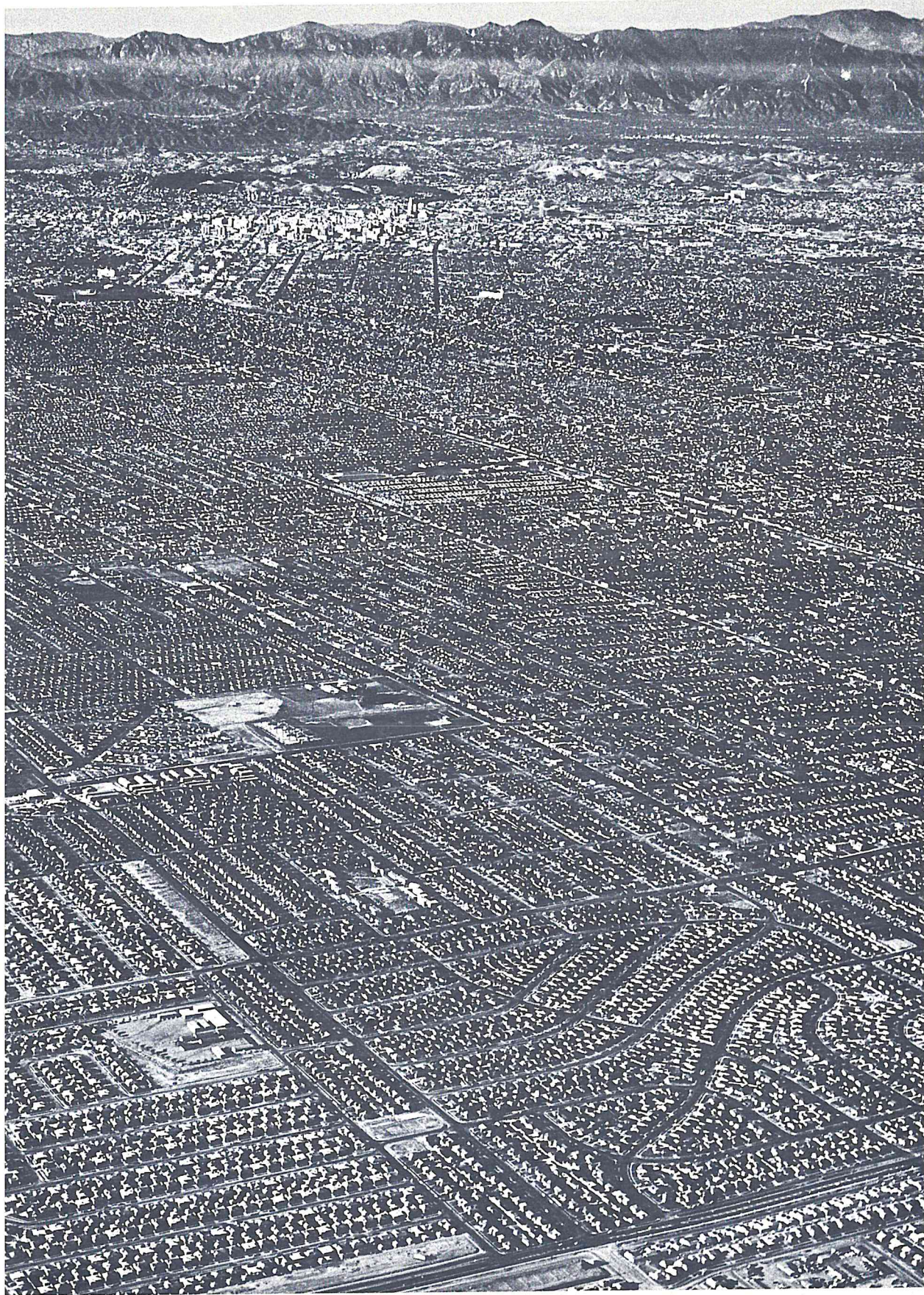
### Automobiles Helped Suburbs Grow

Many people who live in suburbs today ride trains to reach their jobs in cities. But many others travel to and from their work by car. The automobile has made it possible for suburbs to develop away from railroads. As more good highways have been built, suburbs have grown rapidly in number and in population. People have moved to suburbs from farms. Many more have left cities to live in suburbs.

The suburbs around some cities have grown toward one another so that there is little or no farmland between them. The cities and their suburbs cover many miles. Such an area of cities and suburbs is called a megalopolis.

Along the Atlantic coast, the area from Boston to Washington, D.C., is made up almost entirely of several large cities and their suburbs. The areas







around Los Angeles and San Francisco, in California, make up other groups of cities and suburbs. Another growing megalopolis stretches from Milwaukee, Wisconsin, to Chicago, and around the southern shore of Lake Michigan.

People who live in suburbs need schools and food, clothing, and other goods just as people in cities do. Each suburb has its own stores. In addition, large shopping centers have been built near suburbs, where people can buy food, drugs, clothing, and many other things.

### **Cities Had New Problems**

During the 1800's and early in the 1900's, many immigrants to the United States settled in cities. Gradually, the number of immigrants decreased, but cities continued to grow because of the movement of Americans to the cities from farms and small towns.

Thousands of people moved from the South to such cities as New York, Detroit, Chicago, and Washington, D.C. Among them were many Negroes. In addition, especially after the Second World War, many newcomers to New York were from Puerto Rico.

Because of the increase in population, more schools needed to be built. Buildings in some parts of cities became old

and run down. In some cases, such buildings were torn down and cleared away. New apartment buildings and offices took their places.

During the 1950's, some cities lost population as more and more people moved to the suburbs. Even so, the cities remained crowded, and cars and trucks and buses clogged many streets. New expressways, parking lots, and garages had to be built to care for the thousands of cars that entered the cities each day.

### **The Westward Movement Continued**

The regions of the United States that have grown the most rapidly in population are the West and the Southwest. The westward movement that began soon after people came to America from Europe has continued in the 1900's.

Many people move to California and to states in the Southwest because of the favorable climate. In addition, there are many new jobs and opportunities for people in those areas.

Thousands of people went to California in the 1940's to work in factories that produced goods for the Second World War. After the war, there were even more jobs. New industries, such as those that make equipment for exploring space, were started in California.

When great numbers of people moved to the West, they needed houses. The need for houses made jobs for carpenters, electricians, plumbers, and other skilled workers. There was also a growing need for shops and stores of all kinds.

**The city of Los Angeles, California, as it looks from an airplane. Los Angeles and its many fast-growing suburbs form a megalopolis.**

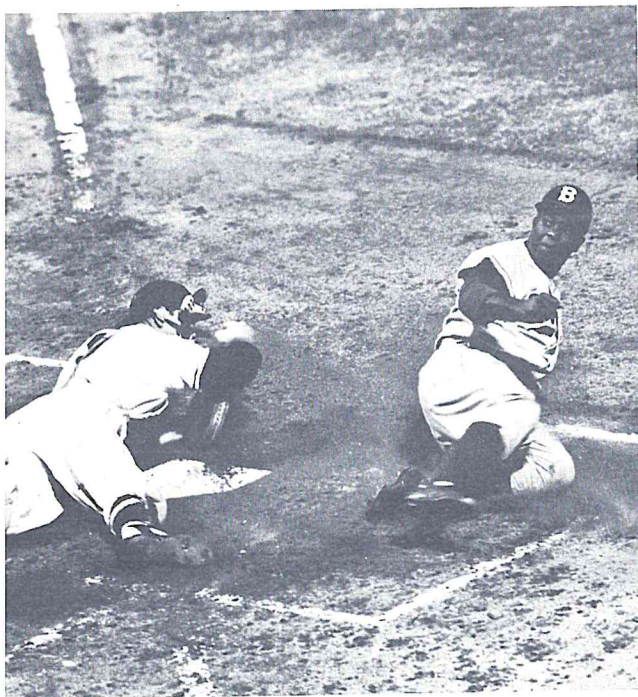


California grew rapidly after the Second World War. By 1963, it had more people than any other state.

Texas is another example of a state that has grown rapidly in population. In Texas, as in other parts of the nation, the growth has been mainly in cities and in suburbs around them.

One such city is Houston, which is located near the Gulf of Mexico. A channel connects Houston with the Gulf, and makes the city a seaport that sends goods all over the world.

Oil is one of the important resources of the land around Houston. The city



**Dodger Jackie Robinson steals home against the Giants. In 1949 Robinson won the National League's Most Valuable Player award.**

has become especially important to the Space Age, for a space laboratory has been established there. In the laboratory, equipment for space ships is made, and men are trained to explore the moon.

## **MORE AMERICANS GAINED RIGHTS**

Another change in the nation had to do with the part Negroes played in American life. Most of these changes took place in the 1950's and 1960's.

During the first half of the 1900's, the practices of segregation continued. Negroes had difficulty obtaining any jobs except those for unskilled laborers; because many schools were closed to them, they were unable to learn skills to prepare for better jobs. In most cities, Negroes could find no other place to live except run-down areas called slums.

### **Segregation Was Opposed**

Thousands of Negroes overcame these problems and obtained jobs in industries and in government. Many became outstanding lawyers, doctors, athletes, writers, entertainers, and teachers. Negroes in the armed forces played important parts in the Second World War and in the Korean War. Many won medals for heroism.

Despite these success stories, most Negroes still did not have the same chance as other Americans to make a better life for themselves. Groups organized to help Negroes continued to





**Negroes gained important jobs in government. Carl Rowan, shown here with President Lyndon Johnson, was put in charge of the United States Information Agency in 1964.**

work against segregation and for better education and more job opportunities.

After the Second World War, all the armed forces were desegregated, that is, white and Negro servicemen were no longer separated. Another step to end segregation came in 1947, when Jackie Robinson joined the Brooklyn Dodgers to become the first Negro to play major league baseball. Soon, other teams obtained Negro players, and they also began to hire players from Latin America and from Puerto Rico.

In 1954, the United States Supreme

Court made an important decision about schools. The court said that laws establishing separate schools for Negro and white students were unconstitutional.

### **Much Remained to be Done**

After 1954, many schools were desegregated, but in some Southern states little action was taken. Negro leaders urged that the court's decision be put into effect more rapidly. They wanted better education for Negro children in large cities. They also said that there still were many areas in the nation where



Negroes had difficulty obtaining work and many cities where they could not find comfortable housing and were not free to live wherever they chose.

Groups seeking equal treatment for all Americans also worked for desegregation of buses, trains, depots, and airports, and for equal service for Negroes in restaurants and at lunch counters. In Southern states, they organized campaigns to get Negroes registered to vote. In many cases, these efforts were successful. In other cases, they were not. Violence broke out in some cities, and police and soldiers were called to restore order.

In 1964, Congress passed the Civil Rights Act. Under this law, the national government was to help speed up the desegregation of jobs, schools, and public places, and to make it easier for Negroes to vote.

## DEMOCRACY IS AMERICA'S STRENGTH

Many changes have taken place in the United States during the 1900's. The changes have been especially rapid since the Space Age began. But these changes have not weakened American democracy.

Americans today love freedom as much as their ancestors did. They believe that each individual is important. Americans still live under the Constitution that was written more than 175 years ago in Philadelphia. The Constitution still provides the plan for govern-

ment, and it still protects the rights of the people. The government of the United States is still conducted by officials who are elected by the people.

The strength of the American way of government was shown especially on November 22, 1963. On that day, John F. Kennedy, who was elected President in 1960, was shot and killed while riding in an open car through Dallas, Texas.

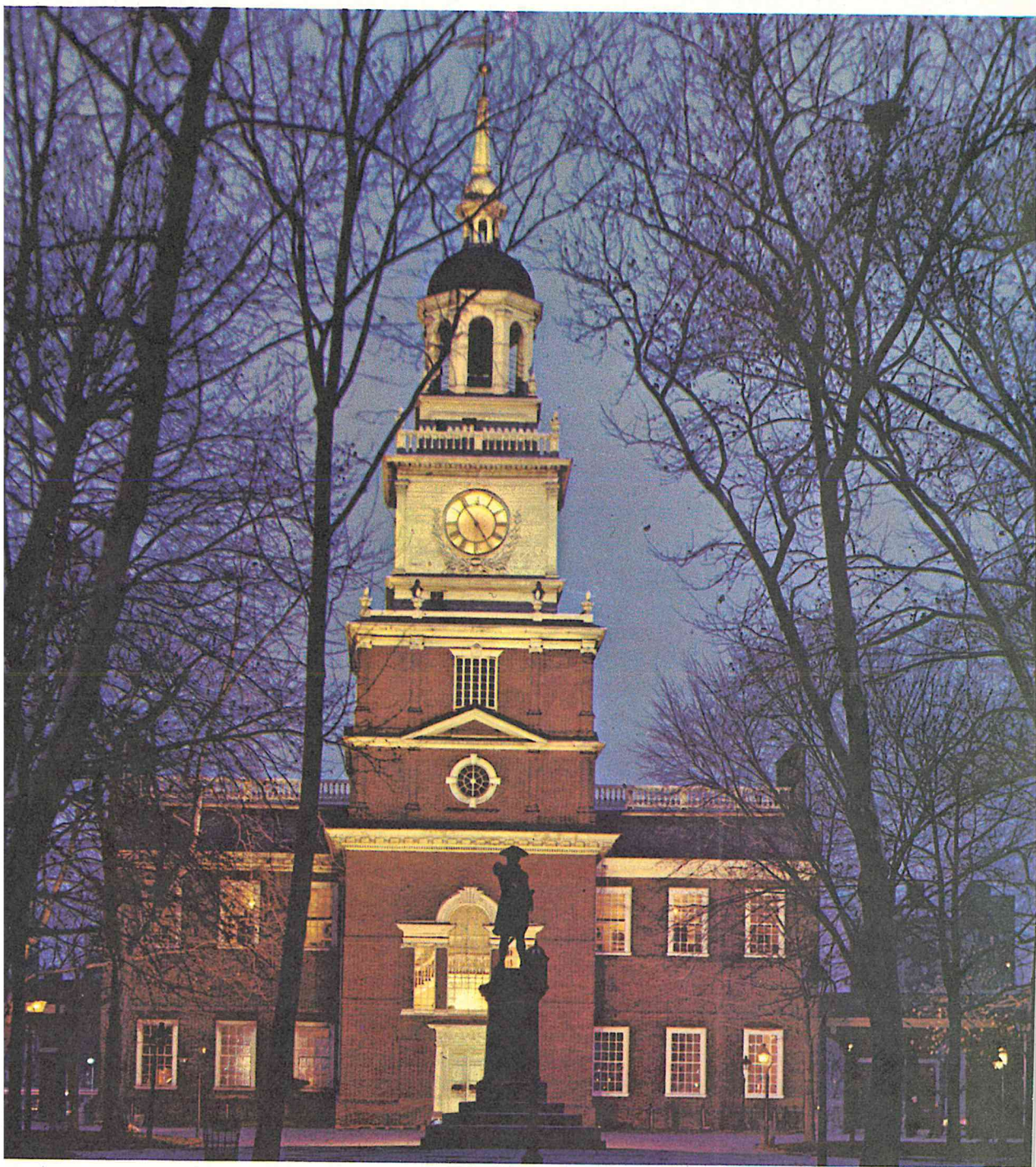
The nation was shocked and deeply grieved by the loss of the President. But because of its history and its strength, the government of the nation continued without interruption. The Vice-President, Lyndon B. Johnson, immediately became President and took over the leadership of the country. In November, 1964, Johnson was elected to his first full term as President.

The United States owes much of its strength to its natural resources. Among these resources, the most important are the nation's people. They find ways to use the wealth of America wisely, they carry on the nation's work, and they plan the nation's future.

Most of the people in the United States have more comfortable, healthier, and longer lives than their ancestors did. Americans have the responsibility to

**Independence Hall in Philadelphia is a link between the America of the past and the America of today. It was in this historic building that both the Declaration of Independence and the Constitution were debated and signed.**







continue the work of their ancestors. They must keep the nation strong and make life for future citizens even better than it is today.

The freedoms and opportunities of the nation were won and protected by many men and women of the past. Americans have the responsibility to see that these efforts continue and that freedom and opportunity are shared by all citizens.

A man has said: "America has always been not only a country but a dream." You are one of the people who will help to fulfill that dream.

### The Main Points of This Chapter

1. The development of television, good highways, jet airplanes, and automation has brought important changes in communication, transportation, and manufacturing.
2. The Space Age began in the 1950's when Russia and the United States placed satellites and men in space.
3. Science has helped farmers to grow better and larger crops, and it has improved the health of Americans.
4. More and more people live in cities and in suburbs, as the population of the nation has increased.
5. Progress was made in protecting the rights of all Americans, regardless of their race, color, or religion.
6. The freedoms and opportunities in America have not changed, and Americans have the responsibility to continue them and to make life in the future even better than it is today.

### TO HELP YOU UNDERSTAND

1. Discuss these terms in class to be sure that you understand the meaning of each: Space Age, astronaut, orbit, jet propulsion, rockets, satellites.
2. Ask your father or some other adult to explain what automation means in his line of work. Discuss your findings.
3. Give reasons why the United States has changed from a nation of many farms and farm people to one of many cities and city people. Talk about how this has changed life and ways of living.
4. Write your own definition of "megalopolis." If you live in a megalopolis, list the names of all the divisions of it.
5. List the problems that big cities have had to solve in recent years. If you live in a big city, find out how your city has tried to solve some of its problems.
6. Make a class list of the freedoms and opportunities of Americans.
7. Make a class list of the responsibilities of American citizens.

### Books to Read

Bendick, Jeanne. *The First Book of Space Travel*.

Bowen, Robert. *They Found the Unknown*.  
Dietz, David. *All about Satellites and Space Ships*.

Ley, Willy. *Space Pilots*.

Urell, Catherine. *Big City and How It Grew*.



## ANOTHER LOOK AT UNIT 7

### Make a Chart

Make a chart of "Transportation in the 1900's: Then and Now." List all the changes in transportation since 1900.

### Be an Astronaut

Read about the training of an astronaut. Pretend that you are an astronaut and report on your training to the class.

### Arrange Events in Order

Arrange these historical events in the order in which they occurred: the San Francisco Conference at which the United Nations was formed; the attack on Pearl Harbor; the drawing up of the Atlantic Charter; the formation of the League of Nations; the purchase of Alaska; the opening of the Panama Canal; Perry's visit to Japan; Glenn's space flight.

### Prepare a Book Report

Select a book suggested for Unit 7, read it, and report to the class about it.

### Discuss History

Form a panel to discuss why the study of United States history is important.

### Do Some Research

Find information about one of the world events indicated by a star on the Time Line and prepare a report about it.

### Review the Time Lines

Review all the Time Lines and vote on the four most important events in United States history to the present. Discuss the results of the voting.

1898	Spanish-American War
1900	Boxer Rebellion, China ★
1903	Wright Brothers flew first airplane
1906	Pure Food and Drug Act passed
1910	Korea was added to Japan ★
1914	Panama Canal opened / First World War began ★
1917	Communists took over Russia United States entered war
1918	First World War ended
1919	League of Nations formed
1920	Gandhi began campaign of civil disobedience ★
1921	Irish Free State formed ★
1925	
1929	Depression began
1932	Franklin Roosevelt elected President
1933	Good Neighbor Policy began Hitler became dictator of Germany
1936	Spanish Civil War began ★
1939	Second World War began
1941	United States entered war
1945	Atom bombs dropped on Japan Second World War ended United Nations formed
1950	
1953	Korean War ended
1955	Churchill retired as British Prime Minister ★
1959	Alaska and Hawaii entered Union
1961	First men orbited earth
1963	President John Kennedy killed
1964	Civil Rights Act



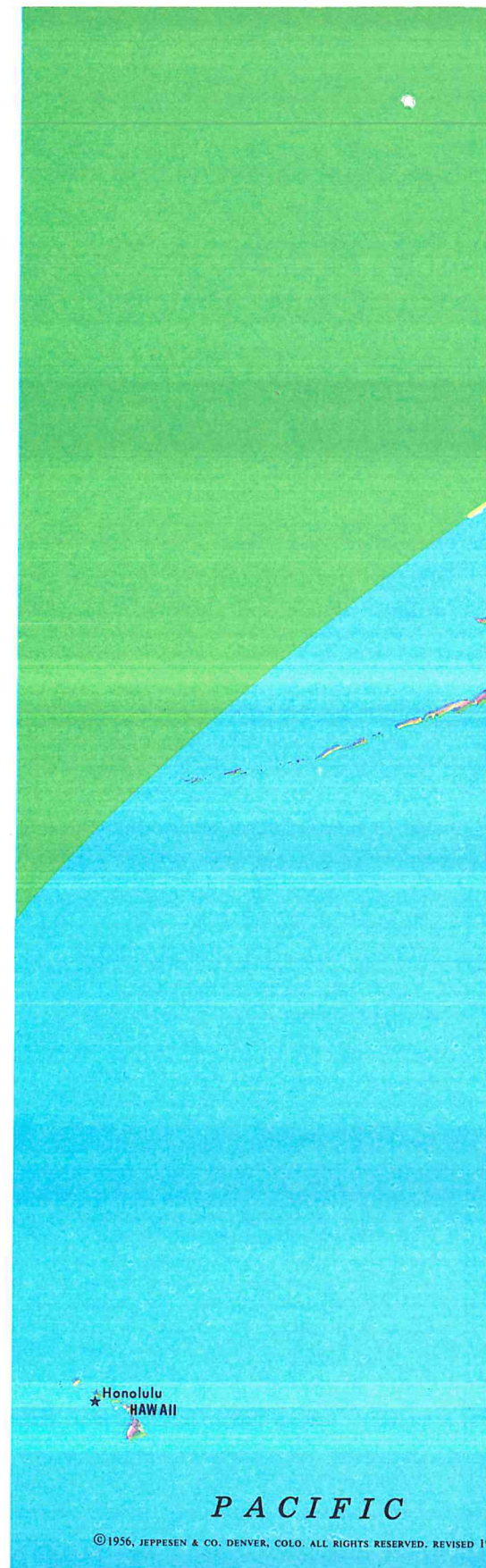
# UNIT 8

## Our Changing Country

As settlers of America continued to move inland and westward from the Atlantic, they found each region different. They saw a difference in the surface of the land, in the soil, and in the climate. They found that ways of travel, of living, and of thinking had to change a little to adapt to conditions on each new frontier. Thus the geography of each region influenced its settlement and its growth.

The time at which each new frontier was occupied influenced its settlement, too. Pioneers who went to the Pacific coast in the 1840's traveled on horseback or in ox-drawn wagons. They crossed the Great Plains in a hurry to reach the fertile valleys of Oregon or the gold fields of California. Less than fifty years later, when the Plains were settled, pioneers went to the Dakotas and Montana by train.

The following pages contain a picture-story showing the influence that geography and time have had on the settlement and development of the United States.







ARCTIC OCEAN

ALASKA

Juneau

WASH. Olympia  
OREGON Salem  
IDAHO Boise  
MONTANA Helena  
NORTH DAKOTA Bismarck  
MINNESOTA St. Paul  
SOUTH DAKOTA Pierre  
WISCONSIN Madison  
NEBRASKA Lincoln  
IOWA Des Moines  
KANSAS Topeka  
NEVADA Carson City  
UTAH Salt Lake City  
COLORADO Denver  
NEW MEXICO Santa Fe  
CALIFORNIA Sacramento  
ARIZONA Phoenix  
TEXAS Austin  
MISSISSIPPI Jackson  
LOUISIANA Baton Rouge  
FLORIDA Tallahassee  
ALABAMA Montgomery  
GEORGIA Atlanta  
SOUTH CAROLINA Columbia  
NORTH CAROLINA Raleigh  
VA. Richmond  
WEST VIRGINIA Charleston  
OHIO Columbus  
INDIANA Indianapolis  
ILLINOIS Springfield  
MICHIGAN Lansing  
PA. Harrisburg  
DE. Dover  
MD. Annapolis  
VA. Washington D.C.  
N.J. Trenton  
CONN. Hartford  
MASS. Boston  
N.H. Concord  
V.T. Montpelier  
ME. Augusta

ATLANTIC OCEAN

GULF OF MEXICO

OCEAN



a



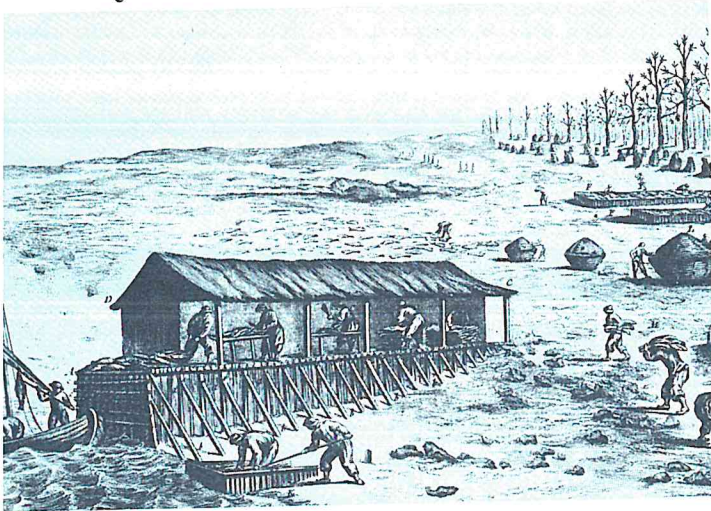
Europeans found a rock-bound coast.

b



In 1620 Pilgrims landed on a rugged New England shore.

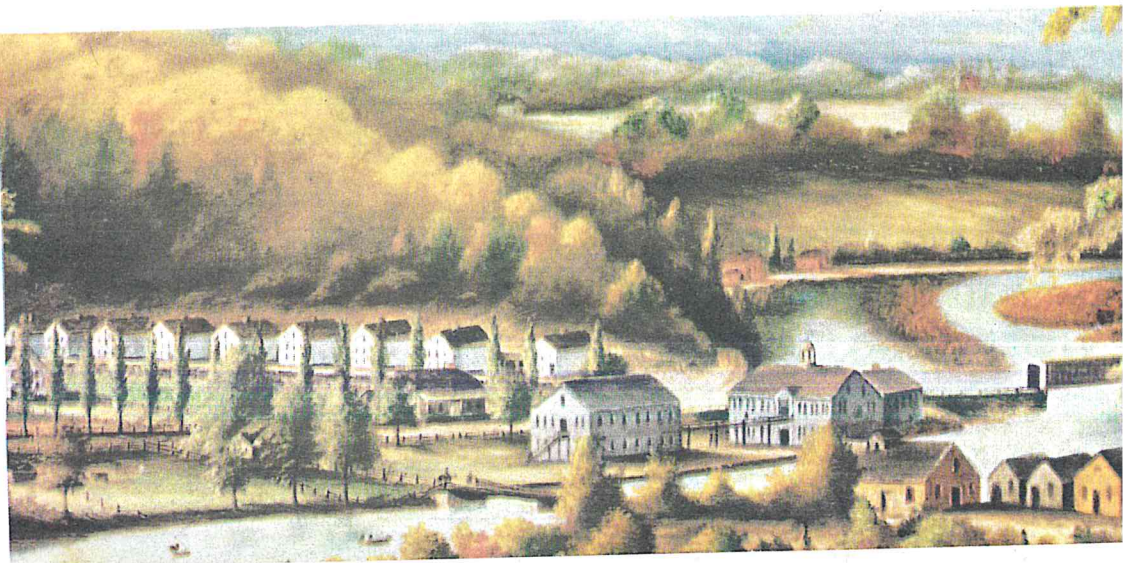
c



The northeastern coast of America offered lumber for boats, and fish that was dried and shipped to Europe and to the West Indies.

Swift rivers running to the sea furnished water power for early industries, such as Eli Whitney's gun factory in Connecticut.

d





## THE NORTHEAST

The northeastern region of America is a land of long, cold winters and short, cool summers. The soil is thin and not very rich. There are groups of mountain ranges and hardly any coastal plain. Only the river valleys have fertile land for farming.

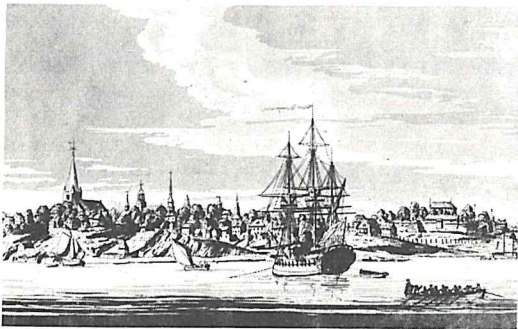
The Pilgrims and the Puritans, and others that followed them, landed on the northeastern coast and settled in small towns not far from the ocean. The sea influenced the settlements, for it offered the inhabitants a living at shipbuilding, fishing, and trade.

Many of the rivers were short and swift. Although poor for travel, they furnished water power to turn mill wheels and to operate machines in early factories. Small towns on the good harbors along the rocky coast grew into trade centers where merchants shipped American products to many parts of the world. As trade increased and factories became larger and more numerous, some towns developed into cities.

Today, trade and manufacturing still flourish, and the ocean still supplies a variety of fish. The forests continue to provide lumber. The Northeast, with its beautiful harbors, lakes, and mountains, has also become an important vacation land for city dwellers.



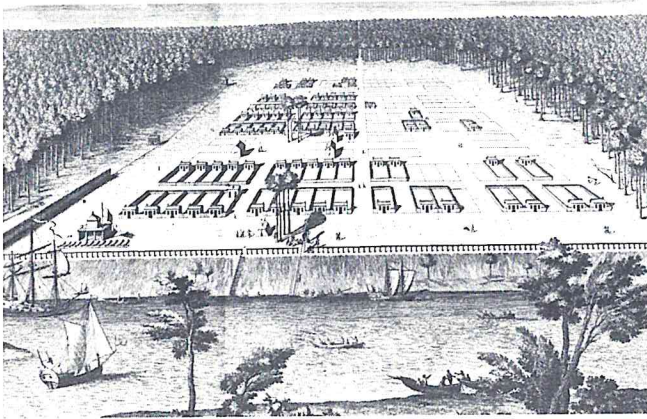
The rocky, hilly land is pasture for dairy cattle.



New York City in 1779 (above, at left) became the trade center it is today because of its fine harbor.



a



Savannah in 1734, a tiny clearing in the forest.

b



Tobacco made the colony of Virginia a success.

## THE SOUTH

c



Daniel Boone led settlers beyond the mountains.

Cotton grown by Negro slaves was the South's main crop after the invention of the cotton gin in 1793.



d



The South has wide coastal plains, and the rivers that flow across them move slowly to the ocean. In colonial days they were navigable upstream for fifty miles or more. The settlers used them to travel inland to start plantations along the river banks.

Early settlers from Jamestown to Savannah had to cut down the forests to make room for their houses and their fields of corn and tobacco. When all land along the rivers was claimed, men moved into the mountain valleys. Some men, such as Daniel Boone, ventured beyond the mountains, and the settlers who followed used the rivers that flowed west to enter what is now Kentucky and Tennessee. The land was so enticing that this area was settled before the War for Independence, and Kentucky and Tennessee became states soon after the war was won.

With its level land, good soil, and mild climate, the South became a farming region, but after the destruction caused by the Civil War, Southerners began to manufacture as well as farm. Rivers furnished water power to make electricity to run factories.

Today, the pine forests of the South still furnish lumber; the soil, when fertilized, produces many crops for market; and shipping is heavy on the Mississippi River.



**The Civil War ruined much Southern property.**



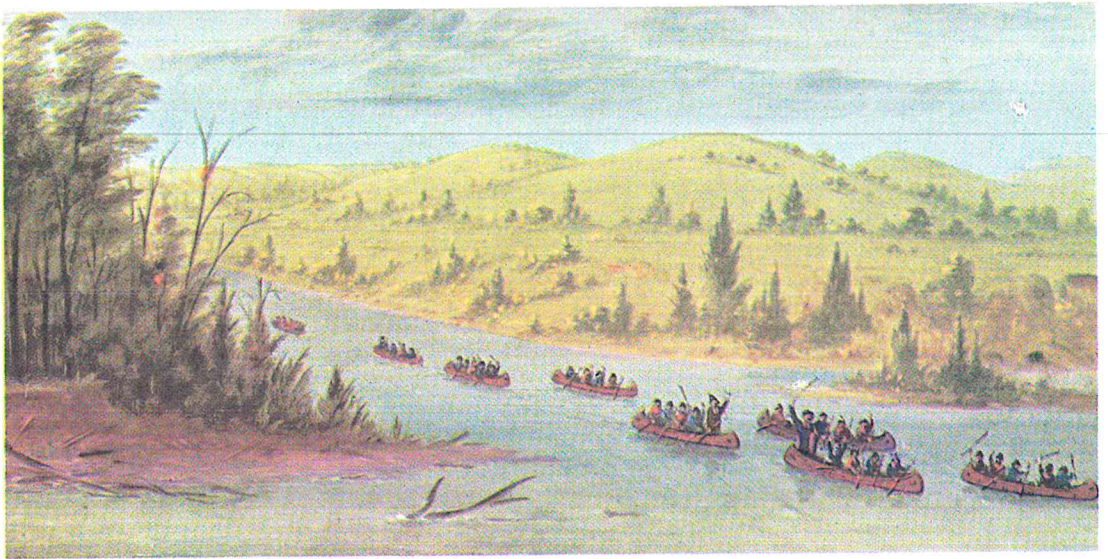
**Improved waterways aid shipping in the South.**

**Mild winters, much rain, and sandy soil make vegetable farms profitable on Southern coastal plains.**



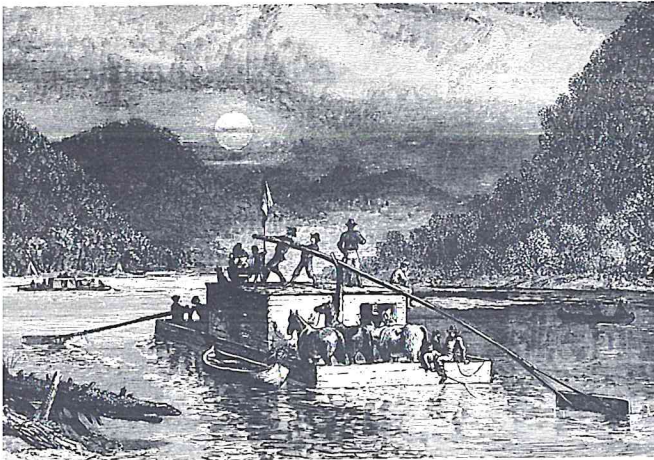


a



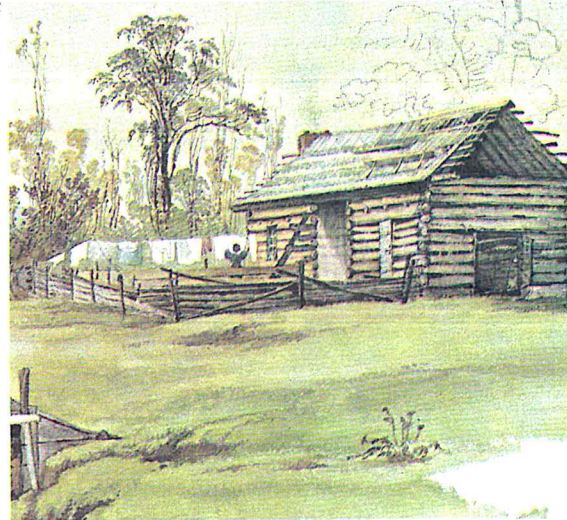
The rivers of the Middle West were the highways of the French, the first white men to explore the region.

b



Rivers also became highways for the settlers who built their homes beyond the Appalachians.

c



The Mississippi River was important to trade, and cities such as Davenport, Iowa, grew up along it.

d





## THE MIDDLE WEST

The same waterways that brought the French explorers and the pioneers from the eastern states into the Middle West are today the area's highways of trade. Instead of canoes and flatboats, diesel-powered tugboats with strings of freight barges move on the Ohio and Mississippi rivers. Freighters on the Great Lakes carry ore and grain, and foreign merchant ships arrive at Middle West ports by way of the St. Lawrence Seaway.

Although the rivers and lakes have changed but little, the cities along their shores have become great industrial centers. They use the nation's resources to make products that are shipped throughout the world.

The original forests and the prairie grass of the Middle West have disappeared. But the deep, rich soil still grows much of America's corn and other grain to feed the livestock that becomes America's meat.

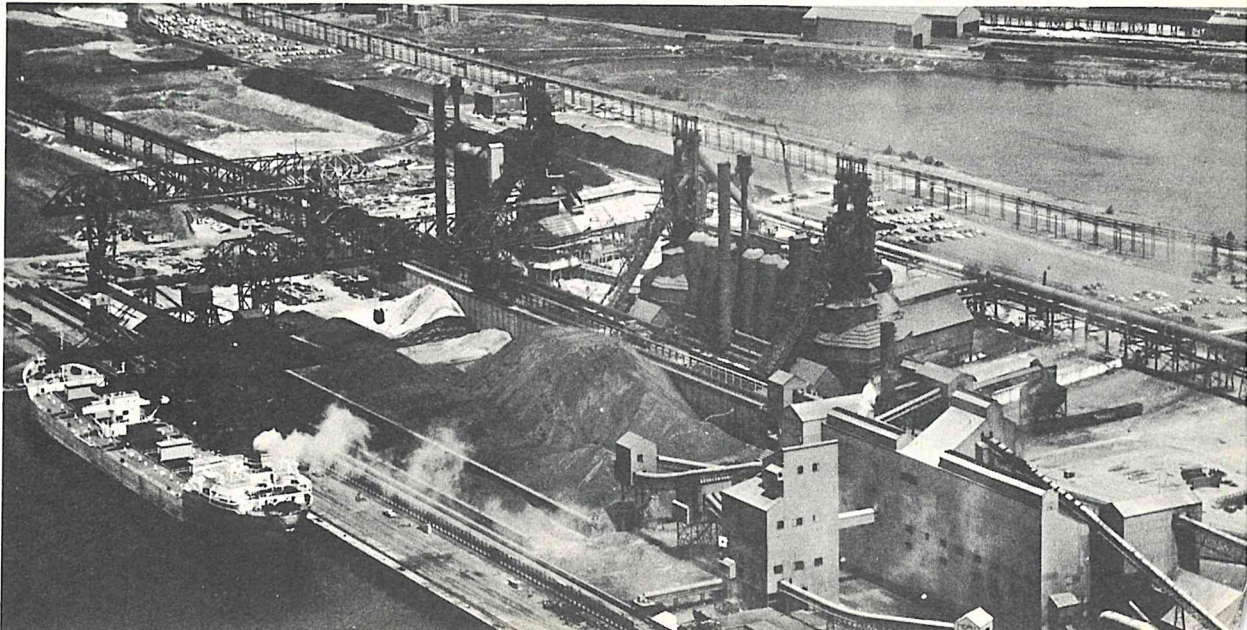
Because of its location in the center of the United States, because of its waterways, its soil, and its moderate climate, the Middle West has become both the industrial center and the food center of the entire nation.



Corn grows well in Middle West clay soil.



Iron from mines near Lake Superior is sent to steel mills in industrial cities in the Middle West.





# THE GREAT PLAINS



Indian hunters disguised themselves in animal skins to creep close to the buffalo herds on the open Plains.



First came ranchers, cattle drives, and cow towns, and then came the sod houses of farmers.



The Great Plains were settled after pioneers had first moved farther west. Those pioneers who had hurried overland to California and Oregon had crossed the Plains seeking richer lands. The Great Plains was the first treeless region that Americans had encountered, and they thought the soil was worthless because trees did not grow in it. Early maps labeled the region the "Great American Desert."

The first settlers were the cattlemen who made use of the grass, the only resource that the Plains seemed to offer. The farmers, who followed the ranchers, plowed up the sod and raised large crops of wheat in the years when drought and swarms of grasshoppers did not destroy the grain, and dry winds did not blow away the soil. Later, plentiful resources of oil and other minerals were discovered.

Today, using modern methods of soil and mineral conservation, numerous dams to store water for dry seasons, and improved grains and breeds of cattle, farmers, ranchers, and oil men prosper on the Plains.



d



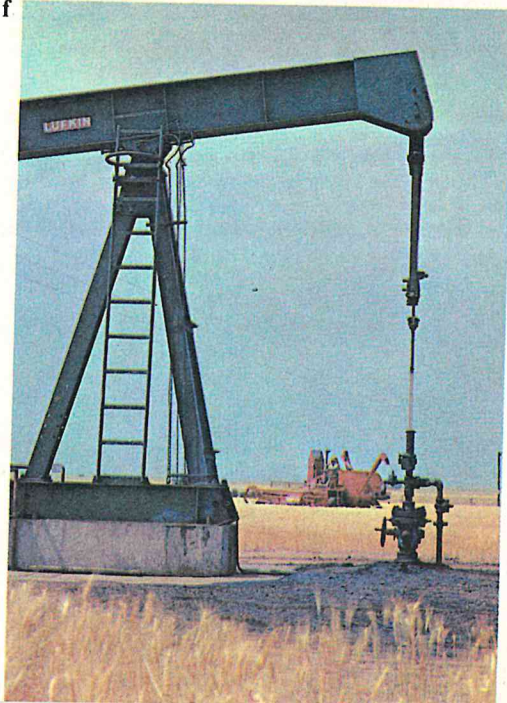
After the first railroads were built across the Great Plains the empty land was soon filled with settlers.

e

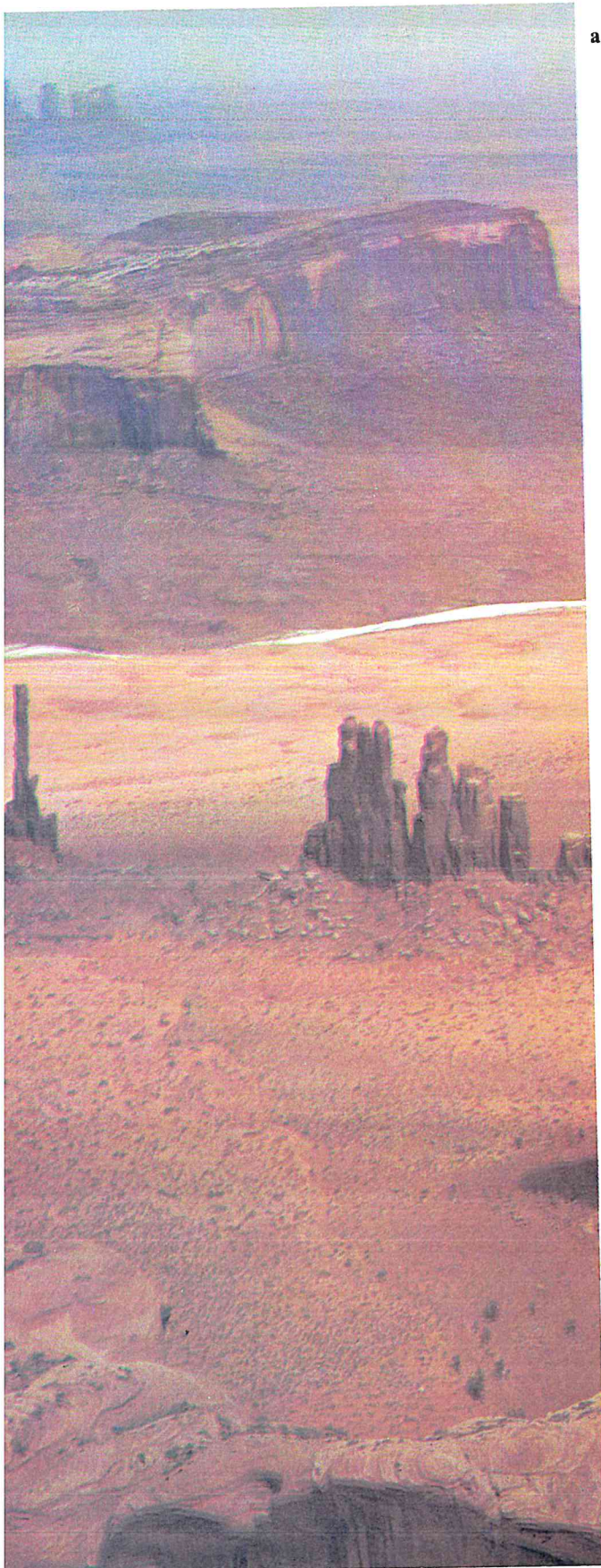


Improved beef cattle, large wheat farms, and oil wells have brought changes to the Plains.

f







a

The most thinly settled region in the United States is the region that contains the Rocky Mountains and the neighboring deserts. Most of this area looks, and is, much as it was when the Spaniards saw it in the 1500's.

The American pioneers in their travels westward found this region of mountains and deserts the most difficult to cross, the most unfriendly, and the least inviting to settlement. But gold and silver, copper and uranium, coal and oil were discovered. Today this region furnishes many important resources needed by an industrial nation.

Dams across the largest rivers create reservoirs of water for irrigation. Many crops, including fruits, vegetables, and cotton are raised in the desert states. A region in which the surface, the soil, and the climate were unfamiliar to early settlers, and in which few people lingered, is today a land of farms, industry, and national parks, with large areas still to be developed.

b

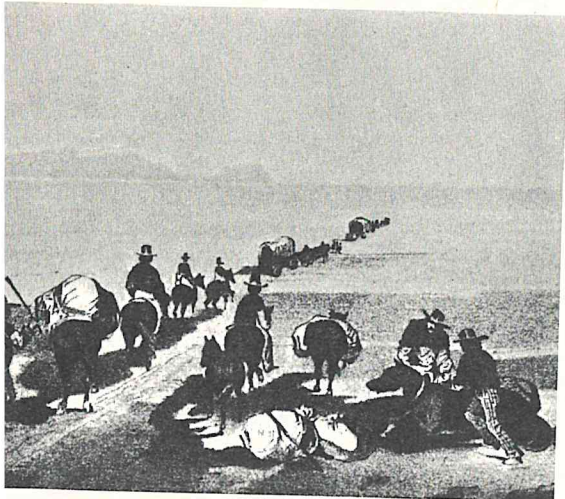


Across this rugged land fur trappers marked out trails that settlers later followed westward.



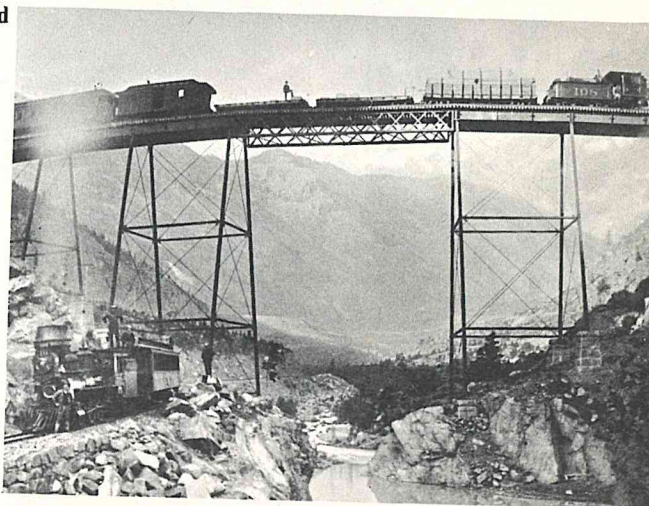
## THE MOUNTAINS AND DESERT

c



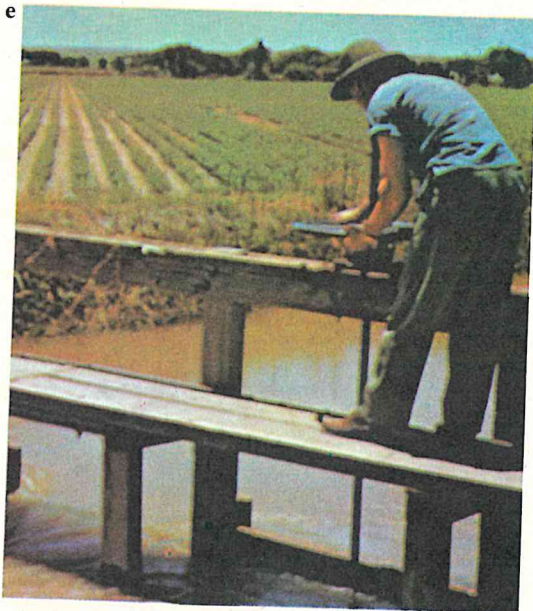
The desert was a challenge to men and animals, and not all of them succeeded in crossing it.

d



The skill of railroad builders was tested as they laid tracks across mountains and deserts.

e



The desert challenged the farmer, but with irrigation this once useless land produces crops.

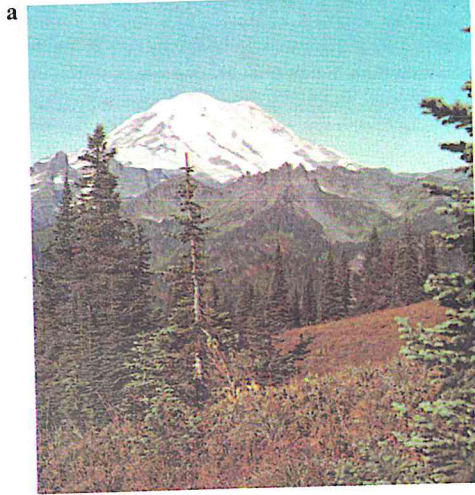
f



Today in the mountains of Montana copper is mined to meet the needs of many industries.



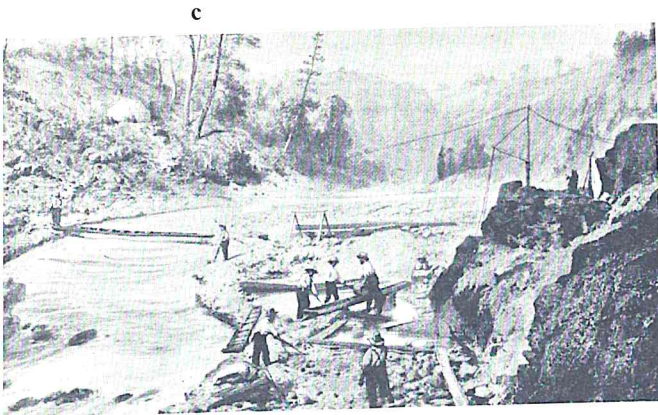
## THE PACIFIC COAST



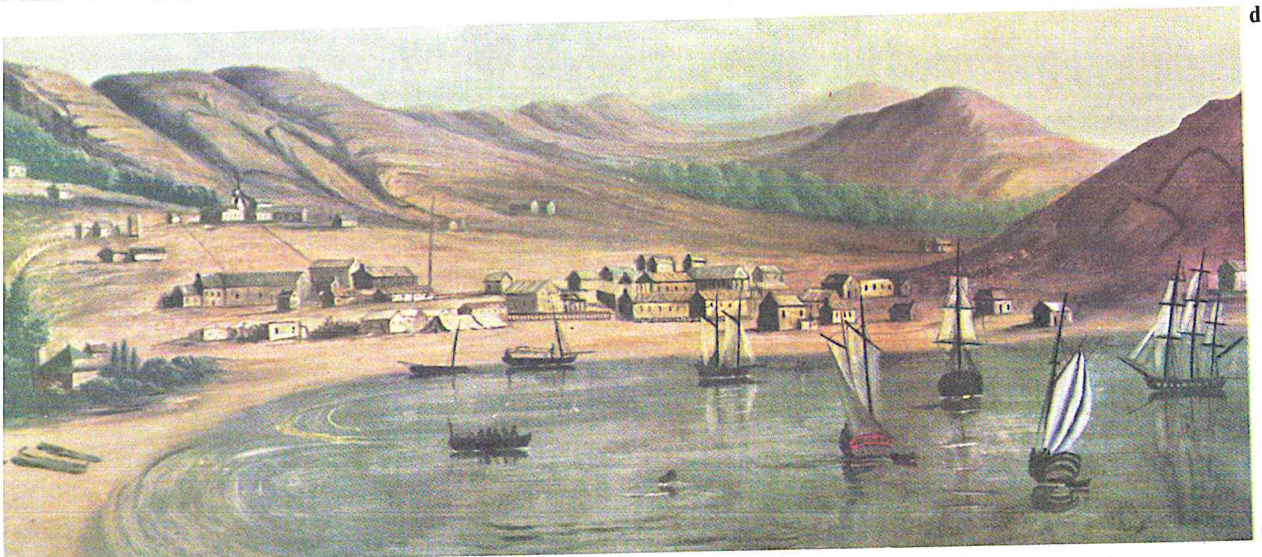
Forests and snowy peaks greeted explorers.



Blizzards endangered pioneers crossing the Sierras.



Gold in the mountain streams drew thousands of people to the Pacific coast. Into the harbor of San Francisco they came from everywhere, bought supplies, and hurried inland to get rich.





Sir Francis Drake and Captain James Cook both saw the snow-capped mountains and tree-covered slopes of the Pacific coast ranges when they explored the western coast of America. The same mountains were seen by American pioneers who reached the Pacific coast region from the east. By then these pioneers had crossed the Sierras and the Cascades and had entered the fertile valleys of the Sacramento, the San Joaquin, and the Willamette rivers.

The first settlers in the southern part of the area were Spaniards. Only a few people lived there until gold was discovered. Then many people came. Of the gold seekers only a few were successful, and the unsuccessful turned to other resources of the region to make a living. The valleys offered grass for raising cattle and good soil and climate for growing fruits and vegetables and grain. Many who came for gold stayed to use the land. To the north, in Washington and Oregon, land was the chief attraction.

Today the valleys of the Pacific coast produce much of the nation's fruit, wheat, and cotton. From the thick forests that cover the mountain slopes come lumber and plywood. The ocean and the rivers supply fish.

Today on the Pacific coast the soil and the sea furnish food that is shipped to all parts of the nation.



Forests along the Pacific coast, when felled by saw and axe, became another source of wealth.

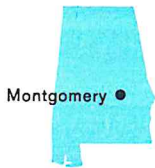




# OUR FIFTY STATES

The leaders who started our country and established its form of government in the late 1700's had no trouble choosing a name for the new nation. What name better described that group of thirteen separate states than the "United States"? Many years have passed since then, and thirty-seven more states have been formed, but today our nation is still a union of separate states.

The list of the states that starts below includes the date that each of them entered the United States, its population according to current estimates, and an interesting fact or two about each. The name and location of the state capitals are indicated on the maps.



## Alabama

Entered Union: 1819  
Population: 3,347,000  
The first Alabamians were the prehistoric Indians called Mound Builders.



## Alaska

Entered Union: 1959  
Population: 248,000  
Largest state in size but smallest in population; contains 16,000 Eskimos.



## Arizona

Entered Union: 1912  
Population: 1,559,000  
Has second largest Indian population, mainly Navaho, Hopi, Apache.



## Arkansas

Entered Union: 1836  
Population: 1,858,000  
Hot Springs area discovered by Spanish explorer De Soto in 1541.

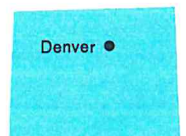
## California

Entered Union: 1850  
Population: 17,830,000  
The third largest state has nearly doubled in population since 1950.



## Colorado

Entered Union: 1876  
Population: 1,961,000  
Denver, the "Mile-High City," has one of the two mints that make coins.



## Connecticut

Original State  
Population: 2,666,000  
"Nautilus," first atomic-powered submarine, built at Groton in 1954.



## Delaware

Original State  
Population: 476,000  
First of original thirteen states to ratify the Constitution.







### Florida

Entered Union: 1845  
Population: 5,652,000  
America's major space flights are launched from Cape Kennedy.



### Georgia

Original State  
Population: 4,140,000  
Half the world's supply of turpentine comes from Georgia's pine forests.



### Hawaii

Entered Union: 1959  
Population: 694,000  
Mauna Loa, on island of Hawaii, is world's largest active volcano.



### Idaho

Entered Union: 1890  
Population: 713,000  
Hell's Canyon on Snake River is deepest (7,900 feet) canyon on earth.



### Illinois

Entered Union: 1818  
Population: 10,182,000  
There are 63 railroads in industrialized Illinois, "The Land of Lincoln."



### Indiana

Entered Union: 1816  
Population: 4,694,000  
Gary and surrounding area produce one-third of the nation's steel.



### Iowa

Entered Union: 1846  
Population: 2,780,000  
With 95 per cent of land used for farming, provides a tenth of America's food.

### Kansas

Entered Union: 1861  
Population: 2,225,000  
Once the goal of cattle drives, now second largest wheat-growing state.



### Kentucky

Entered Union: 1792  
Population: 3,095,000  
America's gold supply is protected in underground vaults at Fort Knox.



### Louisiana

Entered Union: 1812  
Population: 3,418,000  
Many state laws based on French and Spanish laws of early settlers.



### Maine

Entered Union: 1820  
Population: 982,000  
Supplies one-seventh of nation's potatoes, nine-tenths of its lobsters.



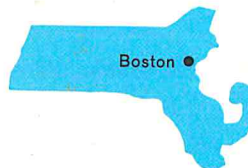
### Maryland

Original State  
Population: 3,289,000  
Naval Academy at Annapolis has trained officers for the navy since 1845.



### Massachusetts

Original State  
Population: 5,218,000  
Faneuil Hall in Boston is called "the Cradle of American Liberty."



### Michigan

Entered Union: 1837  
Population: 8,116,000  
Sault Ste. Marie canal connects Lake Superior and Lake Huron.







### Minnesota

Entered Union: 1858  
Population: 3,500,000  
Over half the nation's iron ore comes from the "Land of 10,000 Lakes."



### Mississippi

Entered Union: 1817  
Population: 2,290,000  
Over 40 per cent of population in this cotton-producing state is Negro.



### Missouri

Entered Union: 1821  
Population: 4,328,000  
Mark Twain, who grew up in Hannibal, wrote "Adventures of Tom Sawyer."



### Montana

Entered Union: 1889  
Population: 707,000  
Butte was built atop the "richest hill on earth," almost solid copper ore.



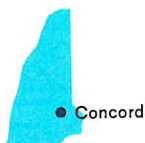
### Nebraska

Entered Union: 1867  
Population: 1,460,000  
Omaha, biggest city in this leading farm state, is a meat-packing center.



### Nevada

Entered Union: 1864  
Population: 368,000  
The Comstock Lode produced half a billion dollars' worth of silver.



### New Hampshire

Original State  
Population: 627,000  
New Hampshire's approval made Constitution "the law of the land."

### New Jersey

Original State  
Population: 6,470,000  
Called "The Garden State" for its many vegetable-growing farms.



### New Mexico

Entered Union: 1912  
Population: 1,018,000  
Spaniards built America's oldest road, from Mexico to Santa Fe, in the 1600's.



### New York

Original State  
Population: 17,708,000  
New York City, the world's busiest port, is the home of the U. N.



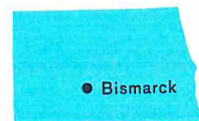
### North Carolina

Original State  
Population: 4,760,000  
The Wright brothers flew the first airplane from Kitty Hawk's sand dunes.



### North Dakota

Entered Union: 1889  
Population: 634,000  
The leading wheat-producing state was first explored by the French.



### Ohio

Entered Union: 1803  
Population: 10,173,000  
The "Buckeye State" was the birthplace of seven Presidents.



### Oklahoma

Entered Union: 1907  
Population: 2,487,000  
In an 1889 "land rush," Oklahomans claimed two million acres in one day.







### Pennsylvania

Original State  
Population: 11,424,000  
First state to pass laws ending slavery; first to produce oil.



### Oregon

Entered Union: 1859  
Population: 1,826,000  
Oregon's forests contain the nation's greatest reserves of timber.



### Rhode Island

Original State  
Population: 885,000  
The smallest state has over three times the population of Alaska.



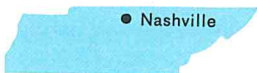
### South Carolina

Original State  
Population: 2,483,000  
Tobacco is a main crop of the first state that left the Union.



### South Dakota

Entered Union: 1889  
Population: 737,000  
Named for an Indian tribe called the Dakotas, a word meaning "friends."



### Tennessee

Entered Union: 1796  
Population: 3,694,000  
The Tennessee Valley Authority's dams produce electricity for six states.



### Texas

Entered Union: 1845  
Population: 10,323,000  
The people of Texas have lived under the flags of six nations.

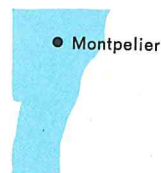
### Utah

Entered Union: 1896  
Population: 983,000  
Settled by Mormons, Utah ranks second in mining copper and gold.



### Vermont

Entered Union: 1791  
Population: 390,000  
Name is based on the French words that mean "green mountain."



### Virginia

Original State  
Population: 4,331,000  
The state's Declaration of Rights was the model for U.S. Bill of Rights.



### Washington

Entered Union: 1889  
Population: 3,050,000  
The heaviest average rainfall in North America is in the Olympia area.



### West Virginia

Entered Union: 1863  
Population: 1,778,000  
Became a state during the Civil War after its people refused to secede.



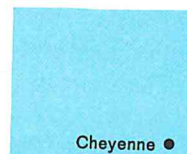
### Wisconsin

Entered Union: 1848  
Population: 4,061,000  
The first state to help workers hurt on the job or thrown out of work.



### Wyoming

Entered Union: 1890  
Population: 337,000  
First to give women the right to vote; first to have a woman governor.





# THE PRESIDENTS OF THE UNITED STATES



**The Presidential Seal**

The President of the United States holds the most powerful and important office in our country. Since the Second World War, the President has also become the most important leader in the free world. There are several reasons for this. The President is elected by the whole nation. He sees that the laws of the nation are obeyed, and he helps to see that new and better laws are passed. He plans the amount of money the nation spends, leads one of our two major political parties, and appoints people to government positions. He serves as commander-in-chief of the armed forces, and directs our dealings with other nations. Because of these duties and responsibilities, every President has played a special part in our history.

The short biographies that begin on the next page include important facts about the lives of all the men who have served as President. The dates at the beginning of each biography tell when the President was born and when he died, and the years that he spent as President.



**George Washington** (1732–1799; President 1789–1797). “We are in a wilderness without a single footstep to guide us,” said James Madison about the new United States. George Washington was everyone’s choice to lead the country out of the wilderness.

Washington was born on a small farm near the Potomac River in Virginia. His schooling lasted only seven or eight years, and at sixteen he worked as a land surveyor and an explorer. He began a new career in 1753, when the governor of Virginia sent him on a dangerous mission to the Ohio River. He carried orders telling the French to leave English lands. The French refusal helped bring on the French and Indian War, during which Washington fought as a colonel. After retiring from the army, he married Martha Custis and settled down at Mount Vernon, his plantation on the Potomac River. The fifteen years he spent at Mount Vernon were among the happiest of his life.

In 1775 Washington was called upon to lead the American army in the fight for independence. His greatest victory came at Yorktown, which ended the war. In 1787 he helped to plan the Constitution.

During his two terms as President, Washington worked hard to keep the peace and to gain respect for the young nation and for the Presidency. He succeeded in putting down Indian uprisings and in avoiding foreign wars, and was said to be “first in war, first in peace, and first in the hearts of his countrymen.”

**John Adams** (1735–1826; President 1797–1801). People first noticed John Adams as one of the leaders in Massachusetts who opposed the British Stamp Act. Later, he served in the Continental Congress, and was appointed with Jefferson to write the Declaration of Independence. Adams went to France during the Revolution to obtain aid for the United States. After the war, he helped to write the peace treaty. In 1800 President Adams and his 136 government workers moved to the new

capital city of Washington. The President’s House, later called the White House, was unfinished. Mrs. Adams hung her washing in an empty room, and complained that there were not enough lamps.

Adams was President for one term. His most important achievement was keeping America at peace. **Thomas Jefferson** (1743–1826; President 1801–1809). When elected to the Presidency, Thomas Jefferson was one of the best-known men in the United States. He was born on the Virginia frontier

and studied law at college. He was thirty-three when he wrote the Declaration of Independence. Jefferson was Washington’s Secretary of State, and Vice-President under Adams. He was also a famous architect and scientist, and invented an improved plow, a swivel chair, and a machine to copy letters.

Jefferson had many achievements during his two terms as President. One of them was the Louisiana Purchase, and another was the Lewis and Clark expedition to explore the



George Washington



John Adams



Thomas Jefferson



West. He and John Adams both died on July 4, 1826, exactly fifty years after the signing of the Declaration of Independence.

**James Madison** (1751–1836; President 1809–1817). James Madison's most important service to the nation was not as President but as "The Father of the Constitution," which he helped to plan in 1787. With Alexander Hamilton and John Jay, he wrote the *Federalist* papers, newspaper articles that helped persuade the people to approve the Constitution.

During the War of 1812, British troops set fire to the President's House. The President and his wife, the popular Dolley Madison, had to flee. Mrs. Madison carried away some government papers and a portrait of George Washington, leaving her own things to burn.

**James Monroe** (1758–1831; President 1817–1825). The son of a Virginia planter, Monroe left college to fight in the War for Independence. He became a major and was wounded at Trenton.

Monroe studied law and held important jobs in the national government. He helped to arrange the Louisiana Purchase in 1803, and during the War of 1812 he served as Secretary of State and Secretary of War at the same time.

Monroe's two terms are called the "Era of Good Feeling," because Americans were united and able to solve problems peacefully. The first dispute over slavery was settled by the Missouri Compromise, and the Monroe Doctrine showed the new nation's strength.

**John Quincy Adams** (1767–1848; President 1825–1829). The sixth President, the eldest son of John Adams, was given a chance to enter government service at an early age. When he was fourteen, John Quincy Adams became secretary to the American minister to Russia. Later he himself was minister to several European countries. He also served as a senator from Massachusetts and as Secretary of State.

As President, Adams worked for such national improvements as roads and canals.

His way of saying just what he thought made him unpopular, however, and he did not win a second term.

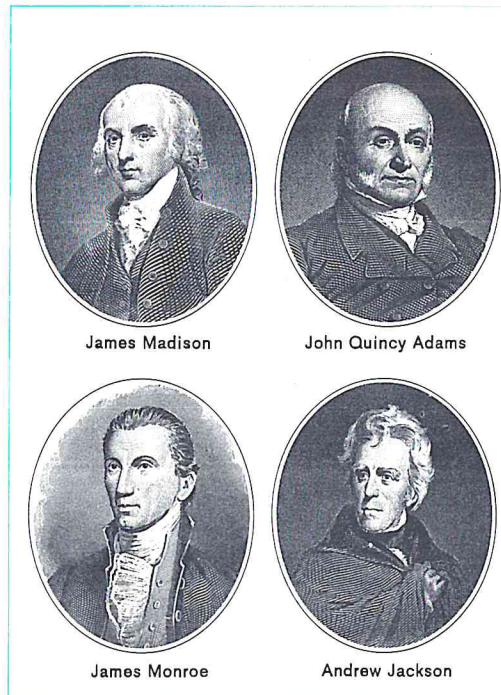
For the last seventeen years of his life, Adams served Massachusetts as a representative in the Congress.

**Andrew Jackson** (1767–1845; President 1829–1837). Andrew Jackson was born in a frontier settlement on the border between North and South Carolina. At thirteen he joined the frontier troops fighting the British in the Revolution. He was used to the rough life along the frontier.

He never avoided a fight, and he received severe bullet wounds in two duels. He was called "Old Hickory" for his toughness.

Jackson had little schooling, but he became a lawyer and moved to Nashville, Tennessee, to practice law and serve as a judge.

His victory over the British at New Orleans during the War of 1812 made him the hero of the "common people," the workers in the East and the pioneers on the frontier. The votes of these people helped him to win





the Presidency. Jackson was the first President born in a log cabin and the first from the West. As President, he insisted that national laws be obeyed. He believed that the common people should share in their government and he gave jobs to many of his friends.

**Martin Van Buren** (1782–1862; President 1837–1841). Andrew Jackson made it clear that he wanted his Vice-President, Martin Van Buren, to follow him as President. Van Buren, who was a clever politician from New York, won the election as expected, but his term as President was unhappy for him and for the country. A depression began in 1837, and the people thought Van Buren was to blame for the hard times. He was also criticized for not making Texas a state, which he refused to do in order to avoid going to war with Mexico.

As a public official, Van Buren always seemed to find a way out of difficult situations, and he was called the “Little Magician.”

**William Henry Harrison** (1773–1841; President 1841). Harrison

and his Vice-President, John Tyler of Virginia, were the first successful candidates of a political party called the Whigs. During the 1840 election campaign, the Whigs tried to make Harrison seem like another Andrew Jackson. They praised him for the victory he had won over the Indians in the Battle of Tippecanoe in 1811. They also invented a story that he had lived in a log cabin to make him popular with the “common people.” The slogan “Tippecanoe and Tyler too” and the log cabin story

helped elect Harrison. He was in the White House for only one month before he died on April 4, 1841, the first President to die in office.

**John Tyler** (1790–1862; President 1841–1845). Vice-President John Tyler became President upon the death of William Henry Harrison. The main event of his Presidency was statehood for Texas, approved by Congress in 1845 just three days before the end of Tyler’s term. The new state greatly increased the size of the nation, but a dispute over the state bound-

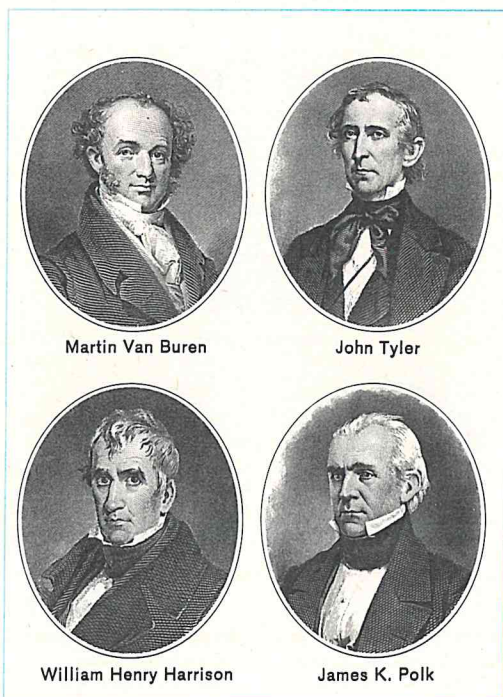
ary helped to cause a war with Mexico.

Trained as a lawyer, Tyler was a congressman in Washington and a governor of Virginia before becoming President. He was the first President to be married while in office.

**James K. Polk** (1795–1849; President 1845–1849). The first “dark horse” (an unexpected and little-known candidate) to be elected President was James K. Polk of Tennessee. Polk won the Democratic nomination and the election because of his strong belief in expanding the nation.

When he took office, Polk promised that he would settle the argument with England over the Oregon territory and that he would obtain California. Before his term was over, he achieved both goals. He also directed the nation to victory in the war with Mexico.

Polk refused to run for re-election. He hoped to retire to his home in Nashville, Tennessee, but the responsibilities of the Presidency had ruined his health. He died a few months after leaving the White House.





**Zachary Taylor** (1784–1850; President 1849–1850). During the mid-1800's, a candidate had a good chance to become President if he was from one of the frontier states and if he was a military hero. Zachary Taylor was just such a man. He was from Kentucky, and he was a great hero of the war with Mexico.

Taylor's exciting army career lasted for forty years. He served in the War of 1812, and he fought in many battles against Indians along the frontier. Taylor's men called him "Old Rough and Ready." He was always found where the fighting was heaviest, usually wearing a straw hat. His greatest victory was at Buena Vista in 1847, where he defeated a Mexican army twice as big as his own.

"Old Rough and Ready" had very little chance to achieve his goals as President, for he died after serving just a year and four months of his term.

**Millard Fillmore** (1800–1874; President 1850–1853). Vice-President Millard Fillmore became the thirteenth President when Taylor

died. Fillmore was born on the edge of the frontier in western New York. At fourteen he stopped attending school, but later he married his teacher and began to teach school and to study law. He became a successful lawyer, and a leader in the House of Representatives.

Soon after becoming President, Fillmore approved the Compromise of 1850, which was to settle the slavery problem in the territories. This action made him unpopular in the North, since the Compromise in-

cluded a law for the arrest of runaway slaves. Fillmore was not nominated to run in the election of 1852. He was the last member of the Whig party to serve as President.

**Franklin Pierce** (1804–1869; President 1853–1857). By the time he was thirty, Franklin Pierce was a popular lawyer in New Hampshire. After serving for nine years as a congressman and a senator, he became the Democratic candidate for President in 1852. In the election, Pierce defeated General Winfield

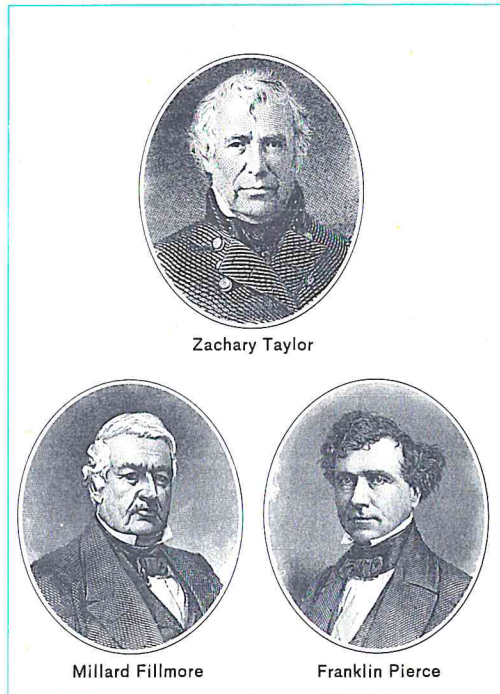
Scott, who had been his commander in the war with Mexico.

Two of Pierce's three children died at an early age. Then, just after the election, his third child died in a railroad accident. Pierce began his Presidency deeply hurt by this recent tragedy. He was not able to solve the problems concerning slavery in the Kansas and Nebraska territories. His term as President was a sad and bitter time for him.

**James Buchanan** (1791–1868; President 1857–1861). James Buchanan had the ex-

perience to become a fine President. He had been an outstanding lawyer in his home state of Pennsylvania, and had spent twenty-one years as a congressman and a senator in Washington. He had also been minister to Russia and to Great Britain, and he served as President James Polk's Secretary of State.

Unfortunately for the country, Buchanan took office during a time of great trouble. The nation was endangered by quarrels over slavery and by the threat of Southern states



Zachary Taylor

Millard Fillmore

Franklin Pierce



to leave the Union. Strong leadership was needed, but Buchanan proved to be a weak President. In March, 1861, he left office after serving one unhappy term; five weeks later the North and the South were at war.

**Abraham Lincoln** (1809–1865; President 1861–1865). When Abraham Lincoln took office in March of 1861, James Buchanan said to him, “If you are as happy on entering the White House as I am in leaving it, you are the happiest man in this country.” Difficult

times lay ahead for Lincoln, and both men knew it. Seven Southern states had already left the Union; four more states would soon follow them. The start of the Civil War was only weeks away.

Many people doubted Lincoln’s ability to pull the Union together. He was, they said, just a country lawyer from Illinois. He had had only a few years of schooling, and he had served only one term in Congress. His only real fame came from a series of debates over slavery with Senator Stephen

A. Douglas of Illinois. Lincoln’s stand against slavery in the Lincoln-Douglas debates helped him to win the Republican nomination for President. Yet, if the Democrats had not been fighting among themselves, Lincoln might never have won the election.

Lincoln did keep the Union together by the only way possible—winning the war. He slowly built the North’s army into a powerful fighting force, and in Ulysses S. Grant, he found the man to lead it. By such acts as

freeing the slaves, Lincoln won wide support.

In 1865, when he began his second term, Lincoln declared: “With malice toward none; with charity for all . . . let us strive on to finish the work we are in; to bind up the nation’s wounds . . . to do all which may achieve and cherish a just and lasting peace . . .” Lincoln hoped to bring the South back into the Union without bitterness on either side. Six weeks later he was assassinated, his great task still unfinished.

**Andrew Johnson** (1808–1875; President 1865–1869). The Vice-President, Andrew Johnson, became President when Lincoln was killed. Johnson’s home state, Tennessee, had seceded during the Civil War, but Johnson himself remained loyal to the Union.

Johnson’s parents were poor, and he had to educate himself. He worked as a tailor, and at the age of twenty, he was elected to his town government. Later he became governor of Tennessee, and served in Congress for fifteen years.

As President, Johnson tried to carry out Lincoln’s plan for reuniting the North and the South. Members of Congress favoring harsh punishment for the defeated states did not like Johnson’s methods, and attempted to remove him from office. Johnson escaped removal by a single vote, but his program of understanding and help for the South was defeated. Six years after leaving the White House, he was elected a senator, but he died before reaching Washington.



James Buchanan



Abraham Lincoln



Andrew Johnson



**Ulysses S. Grant** (1822–1885; President 1869–1877). U.S. Grant, a military hero, became President four years after leading the North to victory in the Civil War. Before the war, Grant was a farmer and a clerk in his father's store in Galena, Illinois. People in the North knew little about him except that he had gone to West Point and served in the Mexican War. His Civil War victories brought him the nickname "Unconditional Surrender" Grant, and in 1864 Lincoln made him the commander of all the Union armies.

Grant was a great general but a poor President. His two terms were marked by the dishonesty of many of his officials. He himself was not involved in the dishonesty, but his reputation was ruined.

**Rutherford B. Hayes** (1822–1893; President 1877–1881). Rutherford Hayes followed the path to the White House that many Presidents before him had taken. He was a lawyer, a congressman, and then governor of his home state, Ohio.

The election of 1876 between Republican Hayes and Democrat Samuel Tilden was the closest of all time. Hayes was declared the winner only two days before inauguration.

Hayes tried to solve some of the problems of the Indians. He told Congress: "Many of our Indian wars had their origin in broken promises and acts of injustice on our part." During his one term, Hayes also recalled the soldiers who had been stationed in the Southern states since the end of the Civil War.

**James A. Garfield** (1831–1881; President 1881). The twentieth President served in office for only a few months. On September 19, 1881, James Garfield died after being shot by a man who was angry because he had not been appointed to a government job.

The son of a poor Ohio farmer, Garfield was the last President to be born on the frontier. He earned his way through college, afterward teaching and practicing law. He entered the Union army when the Civil War

started. He rose to the rank of general, and while in the army was elected to Congress. He served there seventeen years before becoming President.

**Chester A. Arthur** (1830–1886; President 1881–1885). The death of James Garfield made Vice-President Chester Arthur President. Arthur was from Vermont and attended Union College in the state of New York. He later studied law and became well known as a lawyer and as an important leader of the Republican party in New York City.

During Arthur's single term, a civil service law was passed. This prevented officials from giving certain government jobs to friends whether they were qualified for them or not. Instead, the jobs were to be awarded to people who proved that they had ability by scoring well on civil service examinations.

**Grover Cleveland** (1837–1908; President 1885–1889 and 1893–1897). Grover Cleveland is the only President who served two divided terms. A New Yorker, he became well



Ulysses S. Grant



James A. Garfield



Rutherford B. Hayes



Chester A. Arthur



known for his work against dishonesty in government, first as mayor of Buffalo and then as governor of his state. Cleveland's fight against dishonesty caused the man who nominated him for President to say: "We love him most for the enemies he has made."

During Cleveland's first term he strengthened the civil service system established by Chester Arthur. After Cleveland lost the 1888 election to Benjamin Harrison, his wife told a White House servant: "We are coming back just four years from today." She was right; in the next election, Cleveland won.

Cleveland's second term was an unhappy one. The nation was struck by a depression. Businesses failed, men lost their jobs, and workers went on strike to protest cuts in their pay. Since people usually blame hard times on the party in power, the Democrats lost the election of 1896.

**Benjamin Harrison** (1833–1901; President 1889–1893). Benjamin Harrison was the grandson of the ninth

President, William Henry Harrison. Benjamin grew up on his grandfather's farm in Ohio. He later moved to Indiana and became a successful lawyer. He was a Union officer in the Civil War and then served as a senator.

During Harrison's Presidency Oklahoma was opened to settlers. Another important event was the Pan-American Conference held in 1889. At this meeting representatives from Latin American countries were able to discuss problems with United States officials.

**William McKinley** (1843–1901; President 1897–1901). When the Civil War broke out, William McKinley quit his job as a school-teacher in Ohio and enlisted as a private in the Union army. By the end of the war he was a major. After leaving the army, he ran for public office. He served seven terms in Congress, and two terms as governor of Ohio before being elected the twenty-fifth President.

President McKinley led the nation through the Spanish-American War in 1898. By the

time the fighting was over, the Philippines, Hawaii, and other Pacific islands had been added to the territory of the United States. Soon after he began his second term, McKinley was assassinated by a man trying to overthrow the national government.

**Theodore Roosevelt** (1858–1919; President 1901–1909). McKinley's murder put Vice-President Theodore Roosevelt into the Presidency. He was forty-two years old, the youngest man ever to become President. With his great

energy and big grin, he was a popular leader.

"Teddy" Roosevelt had been sickly as a child, and he took up sports to strengthen himself. Later, he hunted and worked on a western ranch, and wrote history books. He held several public offices, including that of Secretary of the Navy and governor of New York. In the Spanish-American War he led a cavalry unit called the Rough Riders. When he was President, his six children filled the White House with noise, toys, and pets.



Grover Cleveland



William McKinley



Benjamin Harrison



Theodore Roosevelt



As President, he began the building of the Panama Canal, enforced laws that gave small businesses a better chance against big companies, and began a conservation program to save the nation's natural resources.

After he left the White House, Roosevelt hunted big game in Africa. He also traveled in Europe, where he was widely honored. **William Howard Taft** (1857–1930; President 1909–1913). Although he was not sure that he wanted to be President, William Howard Taft became the Republican candidate in 1908. He did so because his wife and President Roosevelt urged him to run. Taft had been Roosevelt's Secretary of War. Before that he was governor of the Philippines.

Taft was a huge, easygoing man from Ohio. He weighed over 350 pounds, and the White House had to order a new, bigger bathtub for him. Taft hoped to achieve his goals in his own way, "without any noise," but he had little success. Even Roosevelt turned against him, and when Taft ran for re-election he lost. In 1921, Taft was appointed to the Supreme Court. He finally had a job he liked, and he earned the nation's praise as a good judge.

**Woodrow Wilson** (1856–1924; President 1913–1921). Woodrow Wilson was the eighth President born in Virginia. He spent his boyhood in the South during the Civil War, and never forgot the suffering caused by war.

Wilson studied law after graduating from Princeton University. Soon, however, he re-

turned to Princeton to teach and to write important books on history and government. He became president of Princeton, then governor of New Jersey, and then President.

Wilson probably had studied more about government than any President since James Madison. At first, his life in the White House was happy and successful. Two of his daughters were married. Congress passed laws he wanted that improved the government. Then, in 1914, a few days after the First

World War began in Europe, Mrs. Wilson died. The President slowly recovered from his grief. Two years later he married again.

Wilson proved to be a strong leader after America entered the war in 1917. After the war, he traveled across the nation making speeches to persuade the people that America should join the League of Nations, which he felt would prevent war. But he became seriously ill. The Senate voted not to join the League, leaving Wilson sad and disappointed.

**Warren G. Harding** (1865–1923; President 1921–1923). Warren Harding was born on a farm in Ohio. After college, he became editor of a small Ohio newspaper, and later he was elected to the Senate. As President, he promised to lead the people "back to normalcy," that is, to the kind of life they had known before the First World War. But he was a weak President, and some of his officials were guilty of serious crimes. Harding died on August 2, 1923, during his third year in office.



William H. Taft



Woodrow Wilson



Warren G. Harding



**Calvin Coolidge** (1872–1933; President 1923–1929). When Harding died suddenly, Vice-President Calvin Coolidge was visiting his boyhood home in Vermont. News of Harding's death reached him late at night, and in the family parlor Coolidge's father, who was a judge, swore in his son as President.

Coolidge had been a lawyer and governor of Massachusetts before becoming Vice-President. His achievements in the Presidency were very few, but he was popular and easily won a full term in the 1924 election.

Coolidge did not believe in wasting words. He once told Herbert Hoover, who followed him as President, how to get rid of troublesome visitors: "If you keep dead-still they will run down in three or four minutes. If you even cough or smile, they will start up all over again."

**Herbert C. Hoover** (1874–1964; President 1929–1933). Women who saved food during the First World War called it "hooverizing." The word became popular after

Herbert Hoover was put in charge of America's food production and of feeding the hungry people of war-torn Europe. Hoover gave up his career as head of an important mining company to take these jobs, and many nations honored him for his work.

The worst depression in America's history began six months after Hoover took office. He was blamed for the hard times, although they had many causes. The depression lasted throughout his single term as President.

**Franklin D. Roosevelt** (1882–1945; President 1933–1945). In 1921 Franklin D. Roosevelt was paralyzed in both legs by an attack of polio. His career, which had been so promising, seemed finished. But Roosevelt overcame his handicap. Seven years later he was elected governor of New York. Afterward, he won the Democratic nomination and the Presidency. He was elected President four times.

Roosevelt entered the White House when the depression was at its worst. He promised

Americans a "New Deal," meaning that he would work to protect them from fear and want. Many laws were passed to protect the people, and many methods were tried to help business and to find new jobs for workers. For instance, Roosevelt began the building of a large system of dams in the Tennessee Valley.

While still fighting the depression at home, America was drawn into the Second World War. In December, 1941, following the Japanese attack on Pearl Harbor,

Roosevelt said in a radio speech: "The true goal we seek is far above and beyond the ugly field of battle . . . We are going to win the war and we are going to win the peace that follows." He looked toward a day when people everywhere would be able to choose their own government. He hoped that there would be a world organization to help "win the peace." He died on April 12, 1945, but later that month, a world organization, the United Nations, was founded in San Francisco.



Calvin Coolidge



Herbert C. Hoover



Franklin D. Roosevelt



**Harry S. Truman** (1884– ; President 1945–1953). The death of Franklin D. Roosevelt left the great task of finishing the Second World War to his Vice-President, Harry Truman. The first difficult decision Truman had to make was whether to use the atomic bomb against Japan. He thought that the bomb would shorten the war and save the lives of thousands of fighting men, and he ordered it to be used against Hiroshima and Nagasaki.

During Truman's Presidency, America sent billions of dollars worth of food, clothing, and equipment to countries in war-torn Europe. This helped prevent Communists from taking over several of these countries. In 1950, when fighting began in Korea, Truman sent thousands of American soldiers to help restore peace there.

Few people knew much about Harry Truman when he became President. He was born and grew up on a farm near Independence, Missouri. He liked to read and by the time he was fourteen he had read every book in the public library. He was an army officer during the First World War and fought in France.

Truman held a number of public offices in Missouri before being elected to the Senate in 1934. He became Vice-President in 1944. Few people thought Truman could win when he ran for President in 1948, but he made a hard campaign and won a full term. During this term five million dollars were spent on badly needed repairs for the White House.

**Dwight D. Eisenhower** (1890– ; President 1953–1961). "At last I've got a job where I can stay home nights," said Dwight Eisenhower after becoming President, "and, by golly, I'm going to stay home." During much of the time after he graduated from West Point in 1915, Eisenhower had few chances to enjoy a quiet home life, for his duties as an army officer took him to many parts of the country, to the Philippines, and to army headquarters in Washington. Only rarely was

he able to visit his home in Kansas, to which he had moved from Texas as a child.

During the Second World War, General Eisenhower directed an Allied invasion of North Africa. In 1944 he was put in command of the Allied forces in Europe. He was responsible for the D-Day landings on the coast of France in June, 1944, that led to Germany's defeat.

After the war, Eisenhower directed the Allied defense forces in Europe, and served as president of Columbia University in New York.

In the 1952 election he received more votes than any other President before him. In 1956 he won a second term.

As President, Eisenhower was unable to stay home as much as he had hoped. He traveled to many places to try to achieve his goal of keeping peace throughout the world.

Like all recent Presidents, Eisenhower sought ways to relax. He played golf, fished, and painted. Such hobbies helped him save his strength for the heavy tasks of his office.



Harry S. Truman



Dwight D. Eisenhower



**John F. Kennedy** (1917–1963; President 1961–1963). John Kennedy was twenty-four when he joined the navy a few months before the United States entered the Second World War. In 1943 he was a PT-boat commander in the Pacific when his boat was sunk by a Japanese warship. For his heroism in saving members of his crew, despite his own serious injuries, Kennedy was awarded a medal by the navy.

After the war, Kennedy sought election to the House of Representatives. He won, and in 1952 he was elected senator from Massachusetts. His term was interrupted when he had a serious operation for the injuries he had received in the war. During his months in the hospital, he wrote *Profiles in Courage*, a book about the courageous acts of American leaders of the past.

In 1960, at the age of forty-three, Kennedy won election as President. He was the first Catholic to hold that office. In his inaugural speech, he told the American people, “Ask not what your country can do for you, ask what you can do for your country.” Kennedy knew that many of the problems facing the United States would not be solved during his term of office, nor, as he said, “even perhaps in our lifetime . . . But let us begin.” He began by obtaining a treaty to end the testing of nuclear weapons in the air, and by creating the Peace Corps to help the poorer nations of the world. John Kennedy’s career ended tragically on November 22, 1963, when he was assassinated.

**Lyndon B. Johnson** (1908– ; President 1963– ). Vice-President Lyndon Johnson was sworn in as the nation’s thirty-sixth President aboard the Presidential jet airliner at an airfield in Dallas, Texas, only a few hours after President Kennedy was shot to death. This ceremony proved the strength of the democratic system in the United States, for the government continued to operate in spite of the terrible shock to the American people of the assassination of their President.

Lyndon Johnson’s parents settled on a small farm near Stonewall, Texas. There is a story told that in 1908, when Lyndon was born, his grandfather mounted his horse and galloped off to tell the neighbors what had happened: “A United States senator was born this morning—my grandson.” In 1948, exactly forty years later, Lyndon Johnson was elected a senator from Texas.

The jobs that Johnson held as a young man included shining shoes and running an elevator. At the age of

twenty-nine he became a member of the House of Representatives. Then came his election as a senator from Texas and after that his election as Kennedy’s Vice-President.

During the first year of Johnson’s Presidency the Civil Rights Act of 1964 was passed. This law helped end the segregation of Negroes. Johnson also began a program to end poverty and give every American the chance to have a good life. In November of 1964 he won a four-year term as President.



John F. Kennedy



Lyndon B. Johnson



# GLOSSARY

## A

- abolitionist**—a person who wanted to do away with slavery  
**amendment**—an addition or correction; a change in the Constitution  
**aqueduct**—a large pipe for carrying water  
**armada**—a large fleet of warships  
**assembly line**—a row of workers or machines involved in the manufacture of a product  
**astronauts**—Americans who explore space  
**Atlantic Charter**—a declaration in the Second World War that the United States and Great Britain wanted peace and justice for all nations  
**automation**—the manufacture of products by machines that operate by themselves

## B

- barbed wire**—several strands of wire twisted together like threads, with a short, sharp barb inserted every few inches  
**Bessemer process**—a method of making steel  
**Bill of Rights**—the first ten amendments to the Constitution  
**blockade**—to keep ships from getting in or out of a port in wartime  
**bluff**—a cliff; a high, steep bank of a river  
**bombardment**—a continued attack by heavy guns firing shot or shells, or by airplanes dropping bombs  
**bonanza**—a large rich mass of ore in a mine

## C

- canal**—a large ditch for ships, dug to connect two bodies of water  
**cane**—a plant with a long jointed stem, such as bamboo or sugar cane  
**canyon**—a narrow valley with high, steep sides  
**chuck wagon**—a wagon for preparing meals for cowboys  
**civil war**—a war between the people of one nation  
**clipper ship**—a fast sailing vessel that carried freight and passengers  
**coast guard**—an organization that protects America's coasts and helps ships in trouble  
**cold war**—a struggle between nations without actual warfare  
**colony**—a large region claimed and governed by another country  
**Committees of Correspondence**—groups of colonists organized to keep each other informed on the quarrel with England  
**common**—parklike area in a New England town used by all the townspeople; the village green  
**Communism**—a form of government that rules the people and every part of life in the nation  
**Conestoga wagon**—a strong covered wagon used by farmers and pioneers to carry goods  
**Confederate States of America**—the eleven Southern states that seceded from the Union  
**Congress**—the lawmaking body of the United States



**conservation**—the wise use and protection of natural resources

**constitution**—a document that tells how a government is organized

**Constitutional Convention**—the meeting at which the Constitution of the United States was written

**Continental Congress**—the legislature that represented the colonies during the fight for independence

**convoy**—a group of merchant ships or troop ships sailing under the protection of warships

**cotton gin**—a machine that removes the seeds from cotton

**Crusades**—wars fought between Christians and Moslems for control of the Holy Land

## D

**Democracy**—a form of government that protects the rights and liberties of the people

**depression**—a period of hard times when trade slows down, businesses fail, and many people are without work

**dictator**—a powerful leader who has complete control over a nation

## E

**“el”**—a city railroad built on stilts above the ground

**Emancipation Proclamation**—a paper that stated that slaves in the United States were free

## F

**flatboat**—a flat-bottomed boat, square at both ends and steered by a large oar at the back

**flint**—a hard stone struck against steel to make sparks to light a fire

**forest rangers**—men who guard and protect national forests and parks

**forty-niners**—men who went to California in 1849 in search of gold

**frontier**—an unsettled region

## H

**hornbook**—a page fastened to a paddle-shaped board and protected with a thin sheet of transparent horn

**House of Burgesses**—the colonial legislature of Virginia

**hybrid corn**—corn produced by crossing the pollen from two stalks of corn to create a new variety

## I

**immigrants**—people who enter a country to make their homes there

**impressment**—seizing men, especially sailors, for government service

**installment plan**—a plan for buying goods by paying a little at a time

**interchangeable parts**—parts that can be interchanged from one machine to another of the same model

**“island hopping”**—the American plan in the Second World War to defeat the Japanese in the Pacific

**isthmus**—a narrow strip of land connecting two large bodies of land

## L

**labor union**—an organization formed to help all the workers who hold one type of job or make one kind of product

**Latin America**—all lands in the Western Hemisphere in which Spanish, Portuguese, or French is the main language

**legislature**—the lawmaking branch of a government



**log**—a record of the daily events during a ship's voyage

## M

**maize**—the word for Indian corn

**Mayflower Compact**—the Pilgrims' agreement to govern themselves

**mesquite**—a spiny, deep-rooted shrub found in the Southwest

**middleman**—a merchant who buys goods from the producer and sells them to the user; a trader

**militia**—citizens trained for defense against attack

**Minutemen**—colonists prepared to fight at short notice during the War for Independence

**mission**—a church and other buildings built by missionaries

**missionary**—a priest or minister sent to an area to teach a religion that is new to the people

**mountain men**—fur trappers who worked in the western mountains

**mutton**—the meat of sheep

## N

**natural resources**—material from the earth, such as minerals or forests, that is used by people

## O

**ordinance**—a law

**ore**—a metal, as it comes from the earth mixed with dirt, sand, or rock

**ovation**—an enthusiastic public welcome

## P

**palisade**—a fence of long wooden stakes pointed at the top and set close together

**Parliament**—the lawmaking body of Great Britain

**pay dirt**—earth containing a large amount of mineral

**peninsula**—land that has water on all but one side

**pilot house**—a room on the deck of a ship where the steering wheel is controlled by the pilot

**pioneer**—a settler on a frontier

**pitch**—a product of the sap taken from pine trees and used mainly in ship-building

**porcelain**—a fine, shell-like china

**portage**—to carry a boat or canoe overland from one body of water to another

**prairie**—a large area of land covered with grass and no trees

**presidio**—a Spanish fort

**pueblo**—an Indian house for many families built on sun-dried brick; a village of such houses

## Q

**Quaker**—a member of the Society of Friends, a religious group that settled Philadelphia

## R

**ramrod**—a rod used to push bullets and wadding into the muzzle of a gun used in colonial times

**range**—unfenced land for grazing

**rapids**—a place in the river where water is shallow and rushes over rocks

**redcoat**—British soldier in colonial times

**rebel**—a person who goes against his government

**reed**—a tall coarse grass that grows in wet places

**reef**—a ridge of sand or rocks near the surface of the water

**religious freedom**—the right of people to worship as they choose



**repeal**—to remove; to do away with a law

**reservoir**—a large storage area for water

## S

**saga**—a long story of heroic events

**satellite**—a body of any size that moves in space around the earth, the moon, or another planet

**sawmill**—a place where timber is sawed into boards

**scalp**—to remove skin and hair on the top of a man's head

**"sea dog"**—English sailor-adventurer; a pirate

**secede**—to withdraw from

**segregation**—the setting apart of one group from others

**settlement**—a town within a colony or on the frontier

**slavery**—the use of people as servants without pay or freedom

**social security**—a system of insurance to benefit older people

**sod huts**—houses made of sod cut into blocks

**Sons of Liberty**—groups of colonists formed to protest against British laws and soldiers

**Sputnik I**—the first man-made satellite, sent into space by Russia

**station**—a building or a place used for a special purpose; a frontier trading post

**streetcar**—a car that runs by electricity on tracks laid down on city streets

**strike**—to stop work in order to get better pay or shorter hours

**submission**—yielding to the power of a person or nation; obedience

**suburb**—a community near a large city in which people who work in the city live

**subway**—trains that run underground

## T

**tank**—a heavy, armed vehicle used during war

**tariff**—a tax on goods brought into one country from another country

**Telstar**—a communication satellite that sends television pictures from one continent to another

**tenement**—a large, crowded dwelling with many rooms

**territory**—land acquired by the national government that is not part of any state; a region

**toll**—a fee which travelers pay on a turnpike or toll road

**treaty**—an agreement between two or more nations

**turbine**—an engine run by steam or water power

**turnpike**—a road on which a toll is charged

## U

**Union**—a name for the United States

## V

**vaccine**—germs used as protection against disease

## W

**Western Hemisphere**—the area of the earth that is made up of North America, South America, and Central America

**wonder drugs**—drugs discovered after 1900 that work against many kinds of diseases

## Y

**yankee**—a name given to people of New England



<b>a</b> hat, cap	<b>e</b> let, best	<b>o</b> hot, rock	<b>u</b> cup, butter	<b>ə</b> represents:
<b>ā</b> age, face	<b>ē</b> equal, be	<b>ō</b> open, go	<b>û</b> full, put	<b>a</b> in about
<b>ã</b> care, air	<b>èr</b> term, learn	<b>ô</b> order, all	<b>ü</b> rule, move	<b>e</b> in taken
<b>ä</b> father, far	<b>i</b> it, pin	<b>oi</b> oil, voice	<b>û</b> use, music	<b>i</b> in pencil
	<b>ī</b> ice, five	<b>ou</b> house, out		<b>o</b> in lemon
				<b>u</b> in circus

## INDEX

### A

Abolitionists, 263, 266  
 Adams, John, 160, 182–183, 188; *picture* 150  
 Adams, Samuel, 153, 154  
 Addams, Jane, 305–306  
 Agriculture. *See* Farming  
 Airplanes, 11, 13, 340, 348, 350, 351, 360; *picture* 13, 338, 347  
 Alabama  
   admitted, 211  
   French settle Mobile, 92  
   pioneer trade, 223  
   secession, 267  
 Alamo, the, 237–240  
 Alaska, 188, 321–322  
 Amendments  
   Bill of Rights, 179  
   Thirteenth, 274  
   Fourteenth, 274  
   Fifteenth, 274  
   Nineteenth, 339, 340  
 America  
   colonies in  
     Dutch, 113–116  
     English, 100–104, 109–123, 125–137, 151–160; *map* 122, 142  
     French, 84–86, 88–93, 169; *map* 142  
     Spanish, 76–81; *map* 142  
     Swedish, 113, 116  
   Columbus describes, 51–53

America—*continued*  
   discovery, 15, 32; *picture* 42  
   exploration, 57–59, 69–76; *map* 50–51, 62–63, 72, 87  
 Amherst, Jeffery, 143  
 Antietam (an' tē' təm), battle, 271; *map* 270  
 Applegate, Jesse, 232  
 Appomattox (ap' ə mat' əks), 272; *map* 271  
 Arapaho (äräp' ähö') Indians, 282  
 Arizona  
   forty-niners crossed, 250–251  
   in Great Basin, 277  
   in Mexican Territory, 246  
 Arkansas  
   Civil War, 271  
   exploration, Spanish, 76  
   secession, 267  
 Armada (är mä' də), Spanish, 99  
 Articles of Confederation, 176  
 Asia  
   Communism in, 356–357  
   immigrants from, 304  
   Indian migrations, 19; *map* 20  
   route to sought, 39–41, 85, 95  
   Second World War, 345–346, 353–354  
   trade, 226, 246, 319–321

Astor, John Jacob, 225–226  
 Astoria, 226  
 Astronauts, 360–361  
 Atlantic Charter, 354  
 Atole (ä tö' lä), 77, 80  
 Atomic bomb, 354  
 Attucks, Crispus; 154  
 Austin, Stephen A., 236; *picture* 234  
 Austria  
   First World War, 327  
   Second World War, 346  
 Automation, 361–362  
 Automobiles, 298–301, 312, 313, 340, 360, 361–362, 363, 365; *picture* 311, 339  
 Aztec (az' tek) Indians, 70–73; *picture* 68

### B

Balboa, Vasco Nuñez de (balbō' ə, vās' cō nü'-nyās dā), 57–59; route, *map* 72  
 Baltimore, Lord, 120  
 Banneker (ban' ə kēr'), Benjamin, 180  
 Battles. *See* name of battle  
 Belgium, Second World War, 346  
 Bell, Alexander Graham, 298  
 Bessemer (bes' ə mər) process, 295  
 Bill of Rights, 179



## Boats and ships

aircraft carrier, 350; *picture* 344

Armada of Spain, 99

in China trade, 319–320

in Civil War, 270

of Columbus, 48–49; *diagram* 46–47

Norse ships, 31; *picture* 30  
in War for Independence, 170–171

in world wars, 327, 350

*See also* name or kind of  
boat or ship and  
Transportation

Bonanza, 278

Boone, Daniel, 200–201, 225

Boone, Squire, 200–201

Booth, John Wilkes, 272–273

Boston Massacre, 154

Boston Tea Party, 154–155

Bowie, James, 237

Braddock, Edward, 141–143

Bradford, William, 110, 111,  
126

Brandywine, battle, 165

Breed's Hill, 159

Brown, John, 266

Brown, Moses, 290–291

Buffalo, 281–282; *picture* 280

Bunker Hill, battle, 159–160

Burgoyne (bēr goin'), John,  
167–168

## C

Cabot (kab' ət), John, 95–96

Calhoun, John C., 265, 266

California

admitted, 265, 278

Compromise of 1850, 265–  
266

forty-niners, 250–251

gold discovered, 247

megalopolis, 363–365

part of Mexican Territory,  
246–247, 256

population growth, 254,  
304, 365–366

San Francisco, 356; *picture*  
250

United Nations meeting, 356

Cambaluc (kam' bə luc), 38

Canada

French and Indian War,  
141–145

Oregon boundary, 233

Russia's claim to, 188

Canals, 189–190, 210, 324–  
325; *map* 207, 327

Canal Zone, 325

Carnegie, Andrew, 295–296

Carolina, 120–121

Carpenter, Scott, 361

Cartier, Jacques (kär' ti ā',  
zhāk), 83–84; route,  
*map* 87

Cathay (China), 45, 54

Cattle industry, 282–284

Central Pacific Company, 291,  
292

Champlain, Samuel de, 84–85;  
route, *map* 87

Chancellorsville, battle, 271

Chattanooga, battle, *map* 271

Cheyenne (shī en') Indians,  
282

Chief Joseph, 282

China

Communism, 356

gold seekers from, 254

Second World War, 345,  
346; *map* 348–349

short way to sought, 85

trade, 226, 246, 319–320

Chisholm (chiz' əm) Trail,  
283; *map* 282

Church of Jesus Christ of the  
Latter-Day Saints,  
255–256, 278

Churchill, Winston, 354

Cipango (Japan), 45, 54

Cities

create jobs, 312

fire fighting, 308–309

growth, 303–304, 363–365

immigrants in, 304–306

industrial centers, 303–304

life in, 304–312, 364; *pic-  
ture* 307, 311, 330

Civil Rights Act of 1964, 368

Civil War, 261–275

areas of fighting, *map* 270–  
271

events leading to, 261–267

Clark, George Rogers, 168–  
170, 201; route, *map*  
166

Clark, William, 216–219, 225,  
226; route, *map* 221

Clay, Henry, 265

Clermont, 191

Clinton, De Witt, 190

Clipper ships, 320; *picture* 13

Cold war, 357

Colonial life, 125–137; *picture*  
114–115, 119, 126,  
130–131

buildings and furnishings,  
132–133; *picture*  
106–107, 134, 182

government, 111, 133–135,  
153–154, 155, 160

occupations, 113, 119, 120–  
121, 126–127, 128,  
132, 133

trade, 101, 132; *picture* 118

Colonies in America

Dutch, 113–116

English, 100–104, 109–123,  
125–137, 151–160;  
*map* 122, 142

French, 84–86, 89–93, 169;  
*map* 90–91, 142

Spanish, 76–81; *map* 142

Swedish, 113, 116

Thirteen, *map* 122

Connecticut, 112–113

Delaware, 113, 119

Georgia, 120, 121–122

Maryland, 120

Massachusetts, 111–113,  
154–158, 159–160,  
164

New Hampshire, 113

New Jersey, 113, 116,  
118, 119

New York, 113–116, 119

North and South Caro-  
lina, 120–121

Pennsylvania, 113, 118–  
119, 139, 151

Rhode Island, 113

Virginia, 101–104, 119–  
120, 133–135, 139,  
151

Viking, 32–34



Colorado  
     gold and silver in, 278  
     Pike explores, 220  
     in Republic of Texas, 240  
 Colt revolver, 281; *picture* 285  
 Columbus, Christopher, 43–54, 64; *picture* 42  
 Comanche (kə man' chi) Indians, 282  
 Communication  
     Committees of Correspondence, 154, 158  
     newspapers, 154, 158, 229, 247, 250, 321, 337  
     printing press, 39  
     radio, 298, 301, 340  
     telegraph, 291, 298  
     telephone, 298  
     television, 298, 301, 359–360  
     Telstar, 360  
 Communists, 320, 356–357  
 Compromise of 1850, 264–266  
 Comstock Lode, 278  
 Concord, 155; battle, 156–158  
 Conestoga (kon' is tō' gə) wagon, 128; *diagram* 230–231  
 Confederate States of America, 267, 268–269, 270–272; *map* 270–271  
 Congress, 177, 180, 181, 188  
     amendments passed, 274, 339, 340  
 Civil Rights Act of 1964, 368  
     compromises over slavery, 263, 264, 265, 266  
     conservation laws, 332, 333  
     declares war, 186, 245, 348  
     depression eased by, 342  
     grants Philippine Independence, 324  
     laws about the South, 273  
     Monroe's message to, 189  
     Pure Food and Drug Act, 336  
     railroad laws, 291  
     treaties approved by, 321, 324, 329  
 Connecticut, 112–113; *map* 122  
 Conservation, 331–333, 342  
 Constitution, United States, 177–180. *See also* Amendments  
 Constitutional Convention, 176–177; *picture* 178–179  
 Continental Congress, 155, 160, 163, 168, 170, 175, 176  
 Cooper, Gordon, 361  
 Cornwallis, Charles, 171–172  
 Coronado (kôr' ə nă' dō), Francisco, 75–76; *picture* 74; route, *map* 72  
 Cortes (kôr tez'), Hernando, 69–73; *picture* 68  
 Cotton gin, 262  
 Covered wagon, 128, 229; *picture* 188, 196–197, 224, 232, 252–253; *diagram* 230–231  
 Cowboys, 282, 283–284; *picture* 276  
 "Croatoan" (krō' ä tō' an), 101  
 Crockett, David, 237; *picture* 238–239  
 Crusades, 35  
 Cuba, 322, 323, 324, 325  
 Czechoslovakia, 346, 356  
**D**  
 Da Gama. *See* Gama, Vasco da  
 Dams, 291, 333, 342; Hoover Dam, *diagram* 334–335  
 Davis, Jefferson, 268  
 Declaration of Independence, 160, 175, 191  
 Delaware, 113, 119; *map* 122  
 De Leon. *See* Ponce de Leon  
 Denmark, 31, 346  
 Depression, 340–343  
 De Soto, Hernando, 76, 83, 88; route, *map* 72  
 De Vaca, Cabeza (dă vä' kä, käb ə' thă), 75, 76; route, *map* 72

Diaz, Bartholomew (dē' às, bär thol' ō mū), 40–41, 48  
 Dictators, 237, 346, 356  
 Donelson, John, 205  
 Douglass, Frederick, 263  
 Drake, Francis, 97–99

## E

Edison, Thomas A., 297–298  
 Education. *See* Schools  
 Egypt, Second World War, 351  
 Eisenhower, Dwight D., 351, 352; President, 357  
 Electricity, 136, 291, 297–298, 309, 312, 335  
 Emancipation Proclamation, 274  
*Empress of China*, 319  
 England  
     American colonies, 100–104, 109–123, 125–137, 151–160; *map* 142. *See also* Colonies in America  
     American Revolution, 154–160, 163–173  
     colonial tax laws, 152–155  
     colonial trade, 123, 186, 319–320  
     explorations, 95–99  
     Oregon dispute, 226, 233  
     rivalry with France, 139–146; with Holland, 116; with Spain, 96–97, 99, 122  
     War of 1812, 186–188, 226  
     *See also* Great Britain  
 Eric the Red, 32  
 Ericson, Leif (ēr' ik sūn, lāv), 32  
 Erie Canal, 190, 210; *picture* 191; *map* 207  
 Estéban (es tă' bän), 75, 77  
 Exploration and discovery  
     American  
         Lewis and Clark, 216–219; route, *map* 221  
         Zebulon Pike, 220–222  
     English, 95–99  
     French, 83–93; *map* 87



Exploration—*continued*  
influences affecting, 40  
Norse, 31–32; *map* 33  
Portuguese, 39–41  
Russian, 188, 360  
space, 360–361, 366  
Spanish, 43–76; *map* 72

## F

### Factories

automation of, 361–362  
automobile, 298, 300–301  
clothmaking, 290–291  
depression affects, 340–341  
immigrants work in, 304  
Negroes employed by, 274  
new jobs created by, 312  
in Northeast, 261, 262, 270,  
290–291  
relation to cities, 303–304,  
310, 312; to farms,  
312–314; to rail-  
roads, 291  
shoemaking, 291  
state laws regulate, 338  
steelmaking, 293–296  
wars increase, 289–290  
working conditions in, 336–  
339

*See also* Labor unions

### Farming

colonial, 111, 112, 113,  
119, 120–121, 122–  
123, 125–127  
improvements in, 312–314  
southern, 262; plantation,  
*diagram* 130–131  
western, 284–287

Farm life, 312–314

Fifteenth Amendment, 274

Finley, John, 200

Fire prevention, 136, 308–  
309

First World War, 327–329,  
356; *picture* 328

Flatboats, 208–209, 214, 236

Flatiron Building, 308

### Florida

admitted, 223; named, 74  
secession, 267

Spain claims, 74–75, 76;  
*map* 72

Ford, Henry, 299–301, 313  
Fort Laramie (lar' ə mi), 251  
Fort Le Boeuf, 141  
Fort Louisbourg, 143  
Fort Orange, 116  
Fort Sumter, 268  
Fort Ticonderoga, 143  
Forts

French, 92, 139, 141, 143  
frontier, *picture* 202–203,  
204

Spanish, 235

Forty-niners, 250–254

Fountain of Youth, 74

Fourteenth Amendment, 274

### France

aids American Revolution,  
168, 172

colonies in America, 84–86,  
89–93, 128, 169

explorations, 83–84, 86–92

First World War, 327, 328

Louisiana sold by, 215–216

rivalry with England, 139–  
146, 181, 186

Second World War, 346,  
351, 352; *map* 348–  
349

Franklin, Benjamin, 135–137,  
160; *picture* 150,  
178

Freedom, love of, 15, 275, 368

Freedom of religion, 111, 113,  
116, 120, 127, 179

French and Indian War, 139–  
146

### Frontier

last West, the, 277–287

settlers, 199–211, 225–233  
women on, 339

Fulton, Robert, 190–194

Fur trade, 85, 116, 225–226

## G

Gadsden Purchase, 246

Gagarin, Yuri, 360

Gage, Thomas, 155, 158, 164

Gama, Vasco da (gam' ə, vās'-  
kō də), 41

Garrison, William Lloyd, 263

Gates, Horatio, 167

Genoa (jen' ō ə), 35–36, 43

## Geography

### influences on

colonization and settle-  
ment, 85, 119–121,  
236, 247–248, 255,  
277–279, 284–287

exploration, 40, 61, 216–  
219, 220–222

forty-niners, 247–251

history, 12

Indian ways, 21–22

travel, 225–233, 251–  
254, 291–292

### Georgia

Civil War, 272; *map* 270–  
271

founded, 120, 121–122,  
267, 304

Germantown, battle, 165

### Germany

First World War, 327

immigrants and settlers in  
America, 127, 128,  
129, 240, 304

Second World War, 346–  
347, 351–353; *map*  
348–349

Gettysburg, battle, 271, 272

Glenn, John H., Jr., 361

Gold mining, 77, 279; *diagram*  
248–249

Gold rush, 247–254

*Golden Hind*, 97–99

Gompers, Samuel, 336–337

Good Neighbor Policy, 325

### Government

Articles of Confederation,  
176

colonial, 111, 133–135,  
153–154, 155, 160

Constitution of the United  
States, 177–180

Northwest Ordinance, 206

Grant, Ulysses S., 267, 268,  
271, 272, 292

Gray, Robert, 226

Great Basin, the, 277, 278

### Great Britain

Atlantic Charter, 354

First World War, 327, 328

Second World War, 346–  
347, 348



Great Khan, 38; *picture* 39  
 Great Lakes  
   exploration, 86; *map* 87,  
     90-91  
   French settlement, 139  
   Lake Erie, battle, 186  
   ore transportation, 293;  
     *map* 294-295  
 Great Plains region, 236-237,  
   277-287, 380-381  
   exploration, 216-222  
   farming and grazing, 282-  
     287  
   Indians, 21-22, 279-282;  
     *picture* 23, 26, 280  
   mining, 278-279  
   settlement, 278-287  
 Great Salt Lake, 251, 255  
 Greene, Nathanael, 171  
 Guadalcanal, 354; *map* 348-  
   349  
 Guam, 324  
 Guns, 128, 237, 281, 299-  
   300; *picture* 140,  
   285

## H

*Half Moon*, 113-116  
 Hamilton, Alexander, 176,  
   180-181  
 Hamilton, Henry, 170  
 Harvard College, 132  
 Hawaii, 322, 348  
 Hawkins, John, 97; *picture* 96  
 Henry, Patrick, 153-154,  
   158-159, 168  
 Henry the Navigator, 40  
 Hickok, Wild Bill, 283  
 Highways, modern, 360, 363.  
   *See also* Roads  
 Hiroshima (hir' ə shē' mə),  
   354  
 History  
   affects life, 11-12  
   geography influences, 12  
   people make, 15  
   time influences, 12-14  
 Hitler, Adolf, 346, 347, 352  
 Holland  
   exploration and settlement,  
     113-116  
   Pilgrims in, 109-110

Holland—*continued*  
   Second World War, 346,  
     353  
   trade, 36, 116  
 Hooker, Joseph, 271  
 Hooker, Thomas, 112  
 House of Burgesses, 135  
 Houses  
   colonial, 82, 92, 116, 127,  
     132-133  
   Indian, 21-22; *diagram* 24-  
     25  
   pioneer, *picture* 202-203  
   skyscrapers, 306-308; *pic-*  
     *ture* 302  
   tenements, 306; *picture* 307,  
     330  
 Houston, Sam, 240  
 Howe, William, 164  
 Hudson, Henry, 113-116  
 Hull House, 305-306

## I

Idaho, 217, 229, 250, 277  
 Illinois  
   admitted, 211  
   British forts, 201  
   first skyscraper, 306  
   French settlements, 93, 169  
   Hull House, 305-306  
   Lincoln's home, 268  
   megalopolis, 365  
   Mormons leave, 255  
   settlers, 210  
 Immigrants  
   cities attract, 304-305  
   life in cities, 304-306; *pic-*  
     *ture* 307, 330  
 Immigration, 127-128, 240,  
   304-306  
 Impressment, 186  
 Indentured servants, 128  
 Indiana, 93, 169-170, 201,  
   211, 229  
 Indians, 19-29  
   Columbus describes, 51-53  
   geography affects ways, 21-  
     22  
   houses, 21-22; *diagram*  
     24-25  
   knowledge of, increases, 28-  
     29

Indians—*continued*  
   life and customs, 19-29,  
     279-282; *picture* 18,  
     23, 24-25, 26, 27  
   origin in Asia, 19; *map* 20  
   Plains, 21-22, 279-282;  
     *picture* 23, 26, 27,  
     280

Industry  
   automation, 361-362  
   automobile, 298-301  
   centers of, 303-304  
   depression affects, 340-341  
   early factories, 289-291  
   immigrants find jobs in,  
     304-305  
   jobs created by, 312  
   mining, 278-279, 293  
   oil, 296-297  
   steel, 292-296  
 Interchangeable parts, 300-  
   301  
 Iron ore, 293, 331  
 Irrigation, 22, 286; 333  
 Italy  
   First World War, 327  
   immigrants from, 304  
   Second World War, 351;  
     *map* 348-349  
   threat of communism in,  
     356  
   war against Ethiopia, 346  
 Inventions  
   cotton gin, 262  
   electric light, 298  
   Ford car, 299  
   Franklin's, 136  
   lightning rod, 136  
   radio, 298  
   telegraph, 291  
   telephone, 298  
   television, 298

## J

Jackson, Andrew  
   President, 242-243  
   War of 1812, 186, 187  
 Jackson, Thomas "Stonewall,"  
   269; *picture* 267  
 Jamestown, 101-104  
 Japan, 320-321, 347-348,  
   353-354



Jefferson, Thomas  
 Declaration of Independence, 160, 191; *picture* 150  
 President, 183, 186, 188  
   Louisiana explored, 216–222  
   Louisiana purchased, 215–216  
   trade, 186, 215–216, 222–223  
 Secretary of State, 180–181  
 Jews, Hitler's treatment of, 347  
 Johnson, Lyndon B., President, 368; *picture* 367  
 Joliet (jō' li et), Louis, 86–88; route, *map* 87  
 Jones, John Paul, 170–171

## K

Kansas, 240, 277, 282–283  
 Kansas and Nebraska Territory, 266  
 Karlsefni (kārl sef' nē), Gudrid, 32  
 Karlsefni, Thorfinn, 32–34  
 Kaskaskia (kas kas' kēä), 169  
 Kennedy, John F., President, 368  
 Kentucky  
   admitted, 201  
   birthplace of Jefferson Davis, 268  
   Boone explores, 200–201  
   Boonesborough, 201; *map* 207  
   border state, *map* 270  
   Clay's home, 265  
   Lincoln's birthplace, 267  
   settlers, 201, 209, 213, 214  
 Key, Francis Scott, 187  
 Kiowa (kī' ō wä) Indians, 282  
 Knox, Henry, 181  
 Korean War, 356

## L

Labor unions, 336–338  
 Lafayette, Marquis de (lä' fi-et', mär' kwis də), 168

Lake Erie, battle, 186  
 La Salle (lə sal'), Robert de, 88–92, 141; route, *map* 87

Latin America  
   countries gain independence, 188–189, 322–324  
   U.S. relations, 322–325  
 League of Nations, 328–329  
 Lee, Jason, 226–227, 229  
 Lee, Robert E., 268–269, 271, 272; *picture* 267  
 L'Enfant (lä fā') Pierre, 180  
 Lewis, Meriwether, 216–219, 225, 226; route, *map* 221

Lewis and Clark Expedition, 216–219; route, *map* 221

Lexington, 155, 156; battle, 156–158

*Liberator*, the, 263

Lincoln, Abraham  
   early life, 267–268  
   Emancipation Proclamation, 274

  President, 266–268, 272–273; *picture* 260

Livingston, Robert R., 191, 215–216

Log cabins, 127–128

Long rifle, 128, 237

Lord Fairfax, 141

Louisbourg, battle, 143

Louisiana

  admitted, 211

  Civil War, 271

  secession, 267

Louisiana Territory, *map* 246–247

  exploration, 216–222

  France claims, 88, 89

  Missouri Compromise, 264

  purchase of, 213–216

## M

MacArthur, Douglas, 354

McClellan, George B., 271

McDonough, Thomas, 186

Machines

  assembly line used to build, 300–301

Machines—*continued*

  factories use, 290

  farm, 303, 312–314

  first use, 290–291

  interchangeable parts made by, 299–300

  oil essential for, 296

  steel improves, 296

  telegraph service uses, 298

McKinley, William, President; 324

McLoughlin, John, 227

Madison, James, 176

  Constitutional Convention, 177; *picture* 178–179

  President, 186, 187, 223; *picture* 177

Magellan (mə jel' ən), Ferdinand, 60–64

Maine, 120, 264

*Maine*, 322

Malakoff, Texas, 29

Mandan (man' dən) Indians, 217

Manufacturing. *See* Industry

Marco Polo, 37–39

  influence, 45, 53

  travels, 38–39; *map* 36

Marine Corps, Second World War, 348

Marquette (mär ket'), Jacques, 86–88; route, *map* 87

Maryland, 120; *map* 122, 270, 271

Massachusetts

  education in, 129, 132

  founded, 111–112; *map* 122

  War for Independence, 154–158, 159–160, 164

Massachusetts Bay, 111–113; *map* 122

*Mathew*, 95

Mayan Indians, 22

*Mayflower*, 110, 111

Mayflower Compact, 111, 135

Meade, George, 271

Meat-packing centers, 282, 303, 304

Megalopolis, 363–365

Mexican War, 245–246



- Mexico  
 California purchased from, 246–247, 256  
 explorations in, 69–73, 75, 76  
 Gadsden Purchase, 246  
 independence from Spain, 188–189  
 Mexican War, 245–246  
 Spanish claims, 80, 100  
 Texas trouble, 237–243
- Michigan  
 admitted, 211  
 automobile industry, 299–300  
 iron ore deposits, 293  
 Northwest Ordinance, 206  
 settlers, 210
- Middle Colonies, 119, 127–128, 129, 261. *See also* name of colony
- Middle West, the, 378–379
- Midway, 322; battle 354; *map* 348–349
- Mining, 77, 254, 278–279, 293; *diagram* 248–249
- Minnesota  
 industrial cities, 304  
 iron ore deposits, 293  
 Northwest Ordinance, 206
- Minutemen, 156–158
- Missionaries  
 American, 226–229, 322  
 French, 86–88, 92  
 Portuguese, 40  
 Spanish, 77–80, 235
- Missions, Spanish, 77–80, 81, 235
- Mississippi  
 admitted, 211  
 battle of Vicksburg, 271  
 home of Jefferson Davis, 268  
 secession, 267  
 settlers, 223; *picture* 92
- Mississippi River  
 in Civil War, 270–271  
 exploration, 76, 86–89  
 first steamboat on, 194  
 travel on, 213–215, 223, 236
- Missouri  
 admitted, 263  
 border state, *map* 270  
 starting point for western travel, 226, 229
- Missouri Compromise, 264
- Monmouth, battle, 167
- Monroe, James  
 Louisiana Purchase, 215  
 President  
 Florida purchase, 223  
 trouble with Europe, 188–189
- Monroe Doctrine, 189
- Montana, 277, 278
- Montcalm (mont kām'), Louis, 144
- Montezuma (mon' tə zü' mə), 70–73
- Mormons, 255–256, 278
- Morse, Samuel F. B., 291
- Mount Vernon, 176, 180; *picture* 182
- Mountain men, 225; *picture* 226
- Mountains and Desert, the, 382–383
- Mussolini, Benito, 346, 351
- N**
- Nagasaki (nä' gə sä' ki), 354
- Napoleon, 215
- National Association for the Advancement of Colored People, 274
- National Road, 189; *map* 207
- National Urban League, 275
- Natural resources, 289, 291, 296, 342, 366  
 conservation, 331–333, 342
- Navy, United States  
 Civil War, 269–270  
 Mexican War, 245  
 Second World War, 348, 350, 354  
 War for Independence, 170–171  
 War of 1812, 186
- Nebraska  
 territory of, 266  
 Union Pacific Railroad, 291, 292
- Negroes  
 early America, 75, 77, 128–129, 154, 180, 217  
 First World War, 328  
 move to cities, 328, 365  
 rights granted, 274, 367–368  
 rights sought, 274–275, 366–368  
 slavery and the Civil War, 262–267
- Nevada, 246, 277, 278
- New Amsterdam, 116
- New England  
 colonies, 109–113, 129–133, 261  
 industrial development, 290–291  
 people left, 209–210  
 War for Independence, 154–158, 159–160, 167
- New France, 84–86; *map* 90–91
- New Guinea, 354; *map* 348–349
- New Hampshire, 113; *map* 122
- New Jersey, 113, 116, 118, 119; *map* 122
- New Mexico  
 Compromise of 1850 affects, 264–265  
 Great Basin state, 277  
 in Mexican Territory, 246  
 on route of forty-niners, 250–251  
 in Texas Republic, 240
- New Netherlands, 116
- New Orleans, battle, 186, 187; *picture* 184
- New Spain, 73, 77–80
- New York  
 Burgoyne's campaign, 167–168  
 Dutch lose to English, 116  
 Erie Canal built, 190  
 in Middle Colonies, 119  
 New York City, 14, 298, 304–305, 337; *picture* 174, 302, 307  
 settlement, 113–116  
 slavery in, 129



Newspapers, 152, 154, 158,  
229, 247, 250, 263,  
321, 337

Nimitz, Chester, 354

Niña (nē' nyə), 48–51; *pic-  
ture* 46

Nineteenth Amendment, 339,  
340

Norsemen, 31–35

North, the, defined, 261

North Africa, 350–351

North Carolina, 121; *map* 122  
Confederate state, *map*  
270–271

Raleigh's settlement, 100–  
101

secession, 267

North Dakota, 217, 277

*North Star*, the, 263

Northeast, the, 374–375

Northwest Ordinance, 206

Northwest Territory, 206  
Clark conquers, 168–170,  
201, 216

Norway, 31, 304, 346

## O

Oglethorpe (ō' gəl thōrp),  
James, 121

Ohio

admitted, 210

Northwest Ordinance, 206  
settlers, 206–210, 213, 214  
steamboats on Ohio River,  
194

Ohio Valley

British and French rivalry,  
139–146

France claims, 141; and  
loses, 144

routes to, *map* 207

War for Independence, 168–  
170

Oil industry, 296–297

Oklahoma

admitted, 278

in Texas Republic, 240

Oregon, 225–233

admitted, 278

Lewis and Clark explore,  
219, 226

settled, 226–233

Oregon, 324

Oregon Trail, 250, 255

life on, 232, 251–254; *pic-  
ture* 224, 232; *map*  
228

## P

Pacific Coast, the, 384–385

Panama Canal, 324–325;  
*diagram* 326–327

Parliament, 133, 152, 153,  
154, 155

Pearl Harbor, 322, 348, 353

Penn, William, 118–119

Pennsylvania

Benjamin Franklin, 135–  
137, 160

Civil War, 271–272

Conestoga wagon, 128

Constitutional Convention,  
176–177

Declaration of Independ-  
ence, 160

early settlers, 113, 128

founded, 118–119

French and Indian War,  
139, 141

in Middle Colonies, 119;  
*map* 122

steel mills, 293

trade, 189, 214, 226, 303

War for Independence, 155,  
163, 165–167, 176

westward movement, 128,  
208–209

Perry, Matthew C., 320–321

Perry, Oliver Hazard, 186

Pershing, John J., 327

Philippine Islands, 62, 323  
independence, 324

Second World War, 347,  
353; *map* 348–349

Pike, Zebulon, 220–222, 278

Pilgrims, 109–111, 126

*Pinta* (pēn' ta), 48–51; *pic-  
ture* 46

Pioneer life

beyond the Appalachians,  
199–211, 213–215

beyond the Mississippi,  
225–233, 235–237,  
247–256, 278–287

Pitt, William, 143

Pizarro (pi zār' ō), Francisco,  
76; route, *map* 72

Plains Indians, 21–22, 279–  
282; *picture* 26, 27

Plantation life, 123, 132, 262,  
263; *picture* 130–  
131, 264

Plymouth, 109–111, 126, 135

Poland, 304, 346, 356

Polk, James K., President,  
243, 245–246

Polo. *See* Marco Polo

Ponce de Leon (pons' də lē'-  
ən), 73–75

*Poor Richard*, 170–171

*Poor Richard's Almanac*, 136

Population

California, in 1850, 254;  
in 1900's, 365–366

city growth, 282, 303–304

immigrants increase, 304

increase in West, 209–210

Portugal, early navigators, 39–  
41

Power

electric, 291, 297–298, 309

gasoline, 291, 299

steam engine, 297; *picture*  
288, 305, 313

water, 290, 291, 297

wind, 284–286

Pozole (pō zō' lā), 80

Presidio (prə sē' dē ō), 81

Prince Henry. *See* Henry the  
Navigator

Princeton, battle 165; *map* 166

Printing press, invented, 39

Pueblo (pweb' lō) Indians, 22

Puerto Rico (pwer' tō rē' kō),  
57, 74

Pure Food and Drug Act, 336

Puritans, 111–112, 132

Putnam, Rufus, 206

## Q

Quakers, 116–119, 129

Quebec (kwi bek'), *picture*  
85; *map* 87, 90–91

founded, 84–86

French and Indian War,  
143–144



Queen Elizabeth I, 96, 99,  
100; *picture* 94  
Quivira (kē vē' rā), 75–76

## R

Radio, 298, 301, 340  
Railroads  
    and cattle industry, 282–  
        283, 284, 333; *map*  
        282  
    Central Pacific, 291, 292  
    crossed the nation, 291–292  
    plains farmers used, 284,  
        287  
    resource carriers, 293–295  
    Union Pacific, 291, 292  
Raleigh (rô' li), Sir Walter,  
    100–101; *picture*  
    102  
Ranches. *See* Cattle industry  
Randolph, Edmund, 177, 181  
Reed, Walter, 323  
Relief. *See* Unemployment  
Religion, reason for coloniza-  
    tion, 40, 77, 92,  
    109–110, 111, 113,  
    116–118, 120, 226,  
    227, 255  
Religious freedom. *See* Free-  
    dom of religion  
Repeating rifle, 281; *picture*  
    285  
Republican party, 267, 268  
Revere, Paul, 155–156  
Rhode Island  
    Constitutional Convention,  
        176  
    founded, 113; *map* 122  
    Moses Brown aids Slater,  
        290–291  
    slavery in, 129  
Richmond, defense of, 271  
Roads  
    early, 189; *map* 207  
    National Road, 189  
    *See also* Highways  
Roanoke (rô' ə nōk) Island,  
    100–101  
Robertson, James, 204–206  
Robinson, Jackie, 367  
Rochambeau (rô shām bō'),  
    Jean Baptiste, 172

Rockefeller, John D., 296–297  
Rockets, 360; *picture* 10, 358  
Roosevelt, Franklin D., Presi-  
    dent, *picture* 342  
    Atlantic Charter, 354  
    elected, 342  
    fights depression, 342–343  
Roosevelt, Theodore, Presi-  
    dent, *picture* 332  
    conservation, 333  
    pure food and drug laws,  
        336  
Rowan, Carl, *picture* 367  
Russia  
    Alaska sale, 321  
    cold war, 357  
    Communism in, 356–357  
    First World War, 327  
    immigrants from, 304  
    North American claims,  
        188; *map* 142  
    Second World War, 347,  
        348, 352; *map* 348–  
        349  
    space exploration, 360  
    U.N. member, 356

## S

Sacajawea (sak' ə jə wē' ə),  
    217, 218  
St. Augustine, 75  
St. Lawrence Valley, French  
    claim to, 83–85, 92;  
    *map* 87, 90–91  
San Antonio, 81, 92, 237–  
    240; *picture* 242  
San Jacinto (san ja sin' tō),  
    battle, 240  
San Salvador (san sal' vā dôr),  
    49  
Santa Anna, 237–240  
Santa Fe Trail, 222, 250; *map*  
    221  
*Santa Maria* (san' tə mə rē' ə),  
    49; *diagram* 46–47  
Santiago (san' ti ä' gō), battle,  
    323  
Santo Domingo (san' tō də-  
    ming' gō), 57; *map*  
    72  
Saratoga, battle, 167–168  
Saturn rocket, *picture* 358

Schirra, Walter, 361  
Schools  
    city, 310  
    colonial, 129–132  
    Negro, 274  
    segregation of, 366, 367,  
        368  
Schuyler, Philip, 167  
Scots, in America, 127  
Scott, Winfield, 245  
"Sea dogs," 97–99  
Second World War, 346–356  
    areas of fighting, *map* 348–  
        349  
    Iwo Jima flag raising, *pic-  
        ture* 355  
    submarine, *diagram* 352–  
        353  
Separatists, 109  
*Serapis* (sə rā' pis), 170–171  
Seven Jeweled Cities, 75–76  
Sevier (sə vēr'), John, 204–  
    205  
Seward, William, 321, 322  
Sherman, William T., 267,  
    268, 272  
Ships. *See* Boats and ships  
Sicily, Second World War, 351  
Silver mining, 77, 278–279  
Sioux (sü) Indians, 282; *pic-  
    ture* 23  
Skraelings (skrel' ings), 33,  
    34  
Skyscrapers, 306–308  
Slater, Samuel, 290–291  
Slavery, 77, 262–267  
    colonial times, 128–129  
    Emancipation Proclamation  
        ends, 274  
Smith, John, 103–104  
Social security, 342  
Sons of Liberty, 152  
South, the, 376–377; defined,  
    261–262  
South America. *See* Latin  
    America  
South Carolina, 120, 121,  
    152; *map* 122, 271  
    secession, 267  
    slavery question, 266  
    tariff problem, 262, 264  
South Dakota, 277, 278



Southern Colonies, 101–104,  
119–123, 127, 128,  
132, 171–172

Space Age, 359–370

Space exploration, 360–361

Saturn rocket, *picture* 358

Spain  
American colonies lost,  
188–189

Columbus discovers new  
lands, 49–54

exploration and colonization  
in New World, 57–  
64, 69–81; *map* 72,  
221

Ferdinand and Isabella, 48,  
51, 53–54

Florida, sold to U.S., 223

rivalry with England, 96–  
99, 122, 139

rivalry with France, 83, 92,  
139

threatens American trade,  
214–215, 223

Spalding, Eliza, 227

Spanish-American War, 322–  
324

Spanish Armada, 99

Spice Islands, 36, 60, 62, 64

Sports, 311–312

Sputnik I, 360

Squanto (skwan' tō), 111

Stamp Act, 152–154

"Star Spangled Banner, The,"  
187

Steam engine, 297; *picture*  
288, 305, 313

Steamboat, 190–194; *picture*  
5; *diagram* 192–193

Steel industry, 292–296

Bessemer process, 295

steelmaking; *picture* 258–  
259

uses of steel, 284, 286, 293,  
296, 306

Steuben (stü' ben), Friedrich  
von, 167

Strait of Magellan, 61, 97, 324

Streetcars, 309; *picture* 308

Stuart, John, 200

Stuyvesant (stī' və sən't),  
Peter, 116

Submarine, 191, 327, 350;  
*diagram* 352–353

Subway, 309–310

Sutter, John A., 247

Sweden, 31

colonies and settlers, 113,  
116, 127–128

**T**

Tariff, 262

Taxes  
colonial, 152–155

Hamilton suggests, 181

tariff, 262

Taylor, Zachary, 245

Telegraph, 291, 298

Telephone, 298

Television, 298, 301, 359–  
360

Telstar, 360

Tenement, 306; *picture* 307,  
330

Tennessee  
admitted, 206

Civil War, *map* 270–271

Indian attack, *picture* 204

pioneer trade, 214–215

secession, 267

settlement, 201–206

Tepee, 21–22; *picture* 23

Texas  
admitted, 242–243

cattle industry, 282–284;  
cowboys, *picture*  
276; equipment, *pic-  
ture* 285

Civil War, 267, 270–271

independence, 237–240

industrial cities, 304, 366

Mexican War, 245–246

under Mexico, 235–237

Pike explores, 222

San Antonio, 81, 92, 237–  
240; *picture* 242

Spain claims, 75, 76

Thirteenth Amendment, 274

Threshing machine, 313

Tiros, satellite, 360

Toll road, 189; *picture* 188

Trade  
colonial, 113, 119, 123, 132

Crusades influence, 35–37

Trade—*continued*

England and France hinder,  
186

foreign, 186, 226, 246,  
319–320

frontier, 213–215, 222,  
225–226

with Indians, 33, 53, 103,  
116, 226

influences exploration and  
settlement, 36–37,  
39–41, 95, 96, 101,  
104

in the new nation, 185–188

roads and canals aid, 189–  
190

Spain and France threaten,  
214–215

Venice and Genoa, 35–37

Transportation  
air travel, jets, 360. *See also*  
Airplanes

city, 309–310; *picture* 308

land  
automobile, 298–301,  
312, 313, 340, 360,  
363–365

covered wagon, 128, 229;  
*diagram* 230–231;  
*picture* 188, 196–  
197, 224, 232, 252–  
253, 254

bicycle, *picture* 310

highway, 360, 363

horse, 141, 236

railroad, 282, 284, 291–  
292, 309

road and trail, 189, 200,  
250–251; *picture*  
188; *map* 207

wagon train, 229–232;  
*picture* 196–197,  
222, 254

travel time, *diagram* 13

water  
canal, 189–190, 210,  
324–325; *picture*  
191

river, 86, 194, 205–206,  
208–209, 214, 236

ocean, 319–321

Travis, William B., 237–240



## Treaties

China-U.S., 1842, 320  
 England-U.S., 1783, 172-173

First World War end, 328-329

Japan-U.S., 321

Mexico-U.S., 1848, 246

Russia-U.S., 321

Senate approves, 321, 324

Spain-U.S., 1898, 324

Trenton, battle, 165; *map* 166

Truman, Harry S., President, 356

Truth, Sojourner, 263

Tubman, Harriet, 263

Turnpike, 189; *picture* 188

Tyler, John, President, 243

## U

Unemployment, 340-342

Union Pacific Company, 291, 292

United Nations, 356

## Utah

Forty-niners cross, 251-254

Great Basin state, 277

Mormons settle, 255-256

part of Mexican Territory, 246

Union Pacific and Central Pacific meet, 292

## V

Valley Forge, 165-167

Venice (ven' is), 35-37

Vera Cruz (ver' ə kriüz'), battle, 245

Vespucci, Amerigo (ves pü'-chi, ə mer' ə gō), 54-55

Vicksburg, battle, 271-272

Victory, 63, 64; *picture* 60

Vietnam, 357

Vikings, 31-35

Vincennes (vin senz'), capture, 169-170

Vineland, 32

## Virginia

Civil War, 270, 271, 272  
 French and Indian War, 139-141

home of Jefferson, 160; Lee, 268; Washington, 163

John Brown, 266

Patrick Henry, governor, 168; in House of Burgesses, 153-154, 158-159

secession, 267

self-government, 133-135

settled, 101-104; *map* 122

tobacco, 119-120

War for Independence, 171-172

Voting, 274, 339

## W

Wagon train, 229-233; *picture* 196-197, 222, 254

War for Independence, 163-173

areas of fighting, *map* 166  
 battles. *See* name of battle  
 causes, 151-160

War of 1812, 185-188

Washington, George  
 Constitutional Convention, 176-179

French and Indian War, 139-143

President, 180-182; *picture* 174

War for Independence, 163-167, 171, 172

Watauga (wo tō' gə) settlements, 201-202

Water power, 290, 291, 297

Watson, Thomas A., 298

Webster, Daniel, 265-266

Weld, Theodore, 263

West, the  
 fur trade in, 225-226  
 gold rush in, 247-254

## West—continued

Great Basin, 277, 278

Great Plains, 277-287  
 the last, 277-287

Lewis and Clark explore, 216-219; route, *map* 221

Mormons move to, 255-256

Pike explores, 220-221

settlement, 226, 232

United States gains land in, 226, 233, 245-246

## West Indies

base for Spanish explorations, 57, 69, 73

colonial trade with, 113, 119, 121

Columbus discovers, 53-54

English settlements in, 120

Spanish-American War, 322-324

United States relations with, 186, 325

Whitman, Marcus, 227-232

Whitman, Narcissa, 227

Whitney, Eli, 262, 299-300

Wilderness Road, 200

William and Mary, College of, 132

Williams, Roger, 113

Wilson, Woodrow, President, 327-329

Windmill, 284-286, 296

Winthrop, John, 111-112

Wisconsin, 29, 211

Wolfe, James, 143-144

Wonder drugs, 363

World War. *See* First World War, Second World War

Wyoming, 277, 283, 292

## Y

Yellow fever, 323, 325

York, 217

Yorktown, battle, 171-172; *map* 166

Young, Brigham, 255